DOCUMENT RESUME

ED 359 911 HE 026 610

AUTHOR El-Khawas, Elaine
TITLE Campus Trends, 1993. Higher Education Panel Report Number 83.
INSTITUTION American Council on Education, Washington, D.C. Higher Education Panel.
PUB DATE Jul 93
NOTE 55p.
AVAILABLE FROM American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (1-10 copies, $10 for members, $13 for nonmembers; 11+ copies $8 for members, $11 for nonmembers).
PUB TYPE Reports - Research/Technical (143) -- Information Analyses (070) -- Tests/Evaluation Instruments (160)

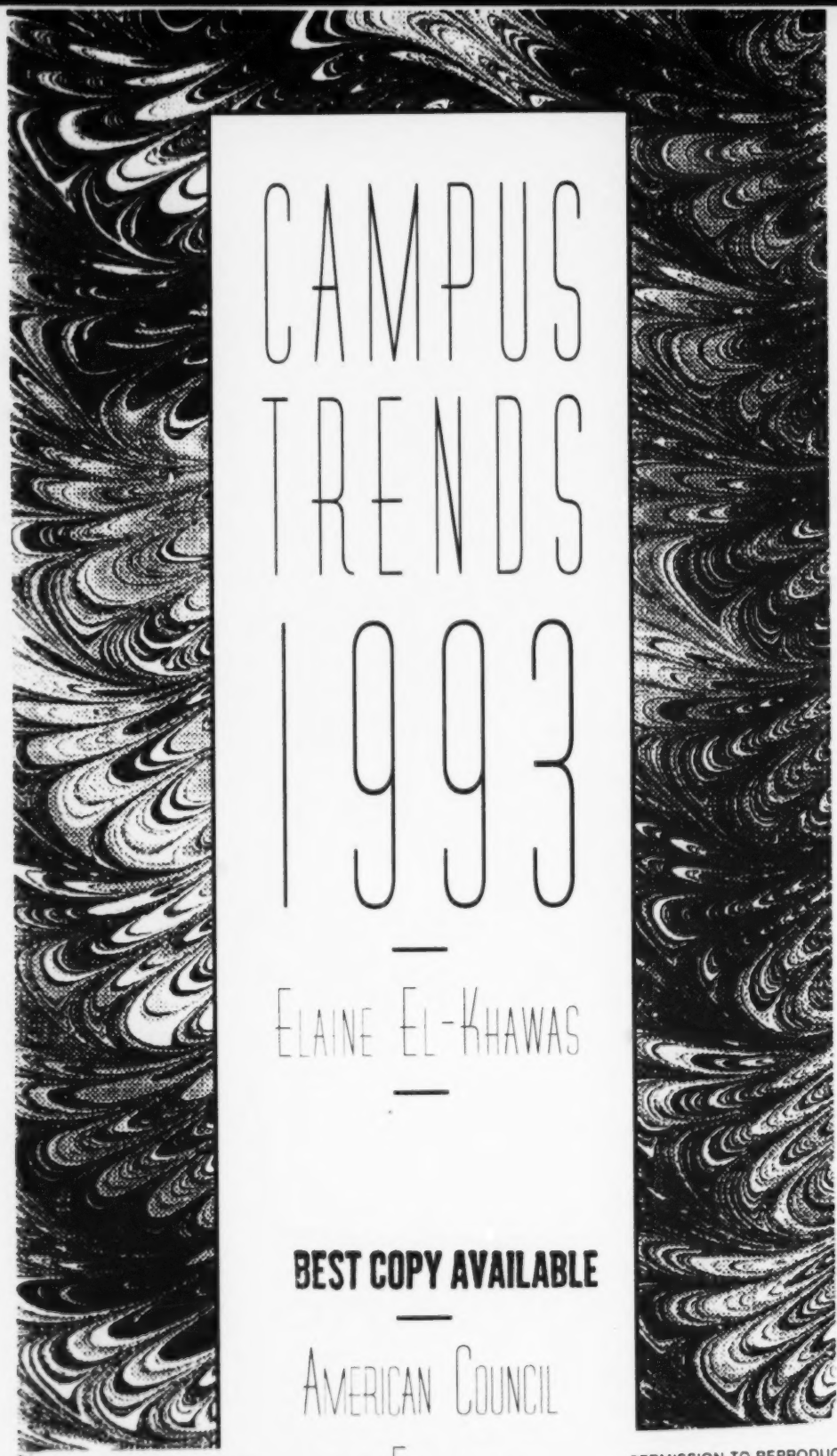
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Administration; *Community Colleges; Comparative Analysis; Educational Assessment; *Educational Change; Educational Finance; *Educational Planning; Educational Quality; Enrollment; Geographic Regions; Higher Education; *Private Colleges; *Public Colleges; Questionnaires; Trend Analysis

ABSTRACT

This report represents responses from 406 (out of 510) colleges, community colleges, and universities to a questionnaire survey concerning the changes taking place in the academic and administrative practices of American colleges and universities. Changes are discussed by type of institution: 2-year public, 4-year public, and independent institutions. For many topics, responses are compared with responses given on previous surveys. The collective image emerging from the report indicates evidence of much active planning and new initiatives by schools as well as documenting substantial variation by type of institution and geographic location. The report reveals: (1) continuing financial pressures, with strong regional differences; (2) downsizing and enrollment limits for some institutions; (3) active planning and restructuring, including widespread use of program review and student assessment as well as quality assessment; (4) uneven progress on the status of women in higher education; and (5) flexible program delivery for most institutions with a growing use of electronic instructional delivery. Appendices provide the data tables created from the survey, the technical notes, and the survey questionnaire. Contains 17 references. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359911



CAMPUS TRENDS 1993

ELAINE EL-KHAWAS

BEST COPY AVAILABLE

AMERICAN COUNCIL ON EDUCATION

HE026 610

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Higher Education Panel
American Council on Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education through comprehensive voluntary and cooperative action on the part of American educational associations, organizations and institutions.

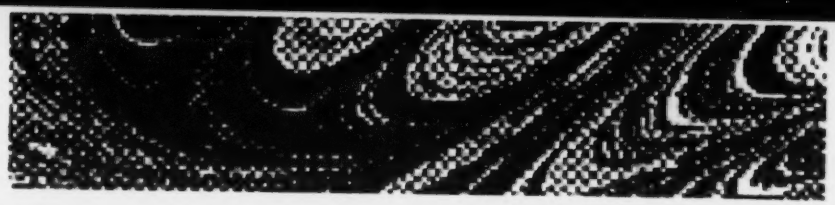
The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. Higher Education Panel Reports are designed to expedite communication of the Panel's survey findings to policy makers in government, in the associations, and in educational institutions across the nation.

CAMPUS TRENDS ADVISORY COMMITTEE

L. Jackson Newell, *Professor*, University of Utah
David Payne, *Academic Vice President*, Emporia State University
Donald Adams, *Vice President for Enrollment Management and Student Life*, Drake University
Corrinne A. Caldwell, *Campus Executive Officer*, Pennsylvania State University — Mont Alto
Marjorie Caserio, *Vice Chancellor for Academic Affairs*, University of California — San Diego
Dean L. Hubbard, *President*, Northwest Missouri State University
Albert C. Yates, *President*, Colorado State University
Dale Rogers Marshall, *President*, Wheaton College
Arnold R. Oliver, *Chancellor*, Virginia Community College System
Sylvia Ramos, *President*, Houston Community College
Ruth Simmons, *Vice Provost*, Princeton University
James R. Appleton, *President*, University of Redlands
Gwen Dungy, *Division Dean of Humanities and Art*, County College of Morris
Charles E. Morris, *Vice Chancellor, Academic Affairs*, Illinois Board of Regents
Janet Smith Dickerson, *Vice President for Student Affairs*, Duke University

To request copies, please send a check, payable to the American Council on Education, to: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036-1193.

	ACE members	Non-members
1-10 copies	$10.00	$13.00
11 or more copies	$8.00	$11.00



CAMPUS TRENDS 1993

ELAINE EL-KHAWAS

VICE-PRESIDENT FOR POLICY ANALYSIS AND RESEARCH

HIGHER EDUCATION PANEL REPORT NUMBER 83, JULY 1993

AMERICAN COUNCIL ON EDUCATION

WASHINGTON D.C.

BEST COPY AVAILABLE

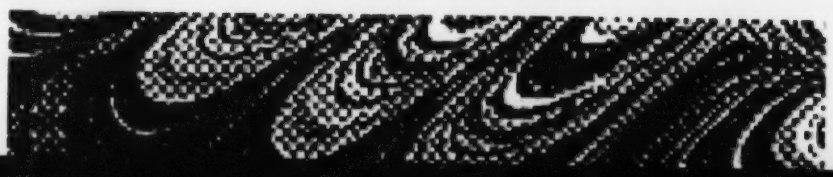


TABLE OF CONTENTS

Acknowledgements iv

Introduction 1

Findings 3

I. Difficult Financial Conditions Persist. 3

II. Changes in Enrollment 8

III. Changes in Faculty Policies and Practices 12

IV. Extensive Use of Planning. 16

V. Programs for Adult Learners 18

VI. Steps to Improve the Status of Women 20

VII. Language Study Abroad 23

Conclusions and Possible Implications 25

References 27

Appendices 28

Appendix A: Tables 28

Appendix B: Technical Notes 42

Appendix C: Survey Questionnaire 44

ACE Board of Directors 48

ACKNOWLEDGEMENTS

This survey is part of a continuing ACE project to monitor changing practices in higher education. The Campus Trends Advisory Committee, by suggesting questions and offering perspective on the survey results, plays a significant role in the project's effectiveness. The comments, critiques, and continuing interest of committee members in this effort are much appreciated.

Warm thanks are also extended to ACE staff for their cheerful and efficient contributions to the survey, especially Boichi San, Eileen O'Brien, and Rosa Lott-Hawkins. Rebecca Stewart, of Fresh Ink Designs, developed the report's format and design, always with just the right combination of efficiency and grace.

Special gratitude goes to the Panel's campus representatives and survey respondents. Without their willingness to complete the questionnaire and to meet our deadlines, we would not be able to issue a timely report with reliable results.

INTRODUCTION

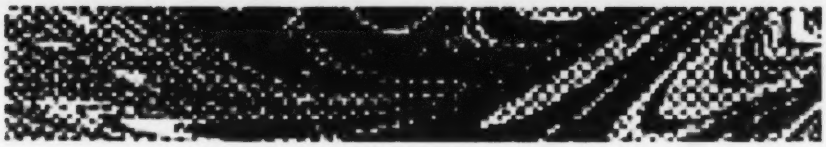
American colleges and universities are in the midst of a major realignment of their academic programs and services. Adjustments are being made, in part, to reflect changing program needs; more significant, however, are external forces that call for far-reaching changes. Most colleges and universities are coping with severe financial pressures at a time when they also face increasing enrollment demand. Reduced state funding and fewer dollars available through federal student aid are having repercussions on a wide range of institutional decisions. Demographic and economic shifts are introducing greater uncertainty to enrollment planning. The uneven academic skills of entering students pose serious challenges to instructors and to support services alike. Some institutions, especially four-year universities, are limiting their enrollment and planning for smaller size. Others, especially two-year institutions, are facing sizeable enrollment expansion.

This year's report documents many of these changes. The collective picture that emerges includes evidence of much active planning and new initiatives by colleges and universities. The report also documents substantial variation by type of institution and geographic location. Individual higher education institutions face quite different constraints and opportunities as they respond to changing circumstances.

This report marks the tenth year in which the American Council on Education has issued Campus Trends, *an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.*

During the spring of 1993, senior administrators at 406 colleges, community colleges, and universities (80 percent of a sample of 510 institutions) completed survey questionnaires (see Appendix C). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction. Appendix B offers further information on the survey and the sampling procedure.

This report focuses on changes in policies and practices for all institutions responding to the survey. Changes are discussed by type of institution: two-year public, four-year public, and independent. Appendix tables show results in greater detail. For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous Campus Trends surveys.



FINDINGS

I. Difficult Financial Conditions Persist

Stagnant Budgets in the Public Sector

Most public universities, colleges and community colleges have faced severe financial pressures in recent years. They have weathered multiple, often abrupt cuts in funding that have forced layoffs and other cutbacks at a time when enrollment and applications have been rising. The timing and extent of financial pain has varied among the states (AASCU, 1993; Cirino and Dickmeyer, 1993); still, the overall toll has been severe.

During 1992-93, most public institutions saw little change in their financial situation (Appendix Table A1):

- For more than 4 in 10 public institutions, operating budgets showed no change or actually declined.
- Another 4 in 10 public institutions had small budget increases, between 1 and 6 percent.

Taking inflation into account, at least two-thirds of public institutions had no real increase in their operating budgets in the last year.

Mid-year budget cuts, and their associated problems, are still quite prevalent.

- About 4 in 10 public institutions reported mid-year budget cuts.
- This is a substantial drop from last year, when most public institutions (73 percent of two-year and 61 percent of four-year institutions) had mid-year cuts.

Even so, harsh financial times are not over. About half of public-sector respondents expect further budget cuts for 1993-94.

Independent Institutions Face Budget Constraints and Uncertainties

The different financial pressures faced by independent higher education are reflected in the modest budget increases they allowed during the last year (Table A1). This represents a scaling back from the spending increases of two years ago.

"Taking inflation into account, at least two-thirds of public institutions had no real increase in their operating budgets in the last year."

- Thirty-four percent of independent institutions reported no change or a modest 1 to 4 percent increase in spending for 1992-93. Nine percent had budget decreases.
- Another one-third reported a 5 to 6 percent increase in spending.
- In contrast, two years ago, 55 percent of independent institutions had reported year-to-year budget increases of 7 percent or more (*Campus Trends, 1991*).

As other evidence of budget constraint, a number of independent institutions made budget cuts during the past year.

- Twenty-nine percent of independent institutions made a mid-year budget cut during 1992-93.
- A similar proportion made mid-year cuts the year before.
- About 2 in 10 expect that further budget cuts will be needed for the year ahead.

For independent institutions, such mid-year budget cuts reflect decisions made by the college administration, usually in response to unexpected budgetary problems. As independent institutions struggle to keep costs down and to provide increased financial aid to students (Blumenstyk, 1993), it appears that more difficult decisions and tighter budgeting have been necessary.

"Among four-year public institutions, only 29 percent of administrators gave strong ratings . . . to their institution's overall financial condition."

Changes in Financial Status

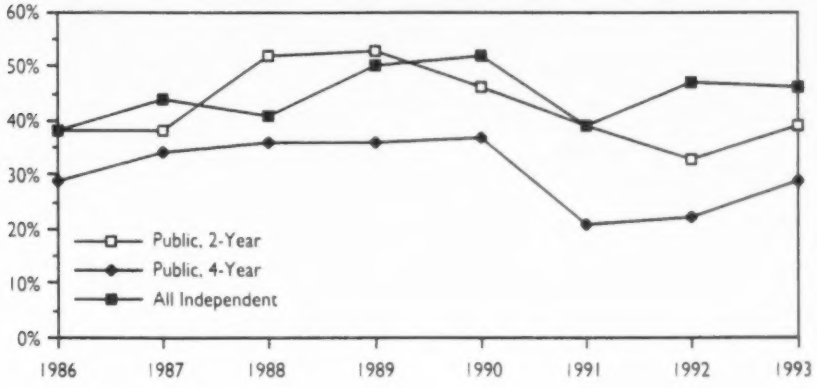
The combined effects on higher education of reduced public-sector financing and continuing cost pressures can be seen in different ways. Actions reported in last year's Campus Trends report included increased tuition and fees, larger class sizes, hiring freezes, reduced spending and postponed program changes.

This 1993 report offers another perspective, showing the impact of financial cuts as reflected in administrators' judgments about the financial standing of their institutions. Administrators rated their institution's overall financial condition, its level of faculty compensation and ability to attract faculty, and several other factors (see Appendix Table A2). These views are compared to judgments offered in prior Campus Trends surveys.

- Among four-year public institutions, only 29 percent of administrators gave strong ratings (excellent or very good) to their institution's overall financial condition.
- This is an improvement over 1991 and 1992 responses — when only 2 in 10 gave strong ratings — but it is still less than the years between 1987 and 1990 (see figure 1).
- Two-year institutions show a similar pattern: in 1993, 39 percent of administrators felt their institutions were in strong financial condition. Three in ten gave this response in 1992. These responses are down considerably from the late 1980s, when about half said that their institutions were in strong financial condition.

FIGURE 1

Percentage of Institutions Rating Financial Condition as "Excellent/Very Good", 1986 through 1993



Independent institutions are more confident than their public-sector counterparts about their general financial status (Table A2).

- When asked to rate their overall financial condition, almost half of the administrators at independent institutions (46 percent) gave strong ratings (of excellent or very good).
- This mirrors last year's response and shows some improvement from a low point in 1991, when 39 percent gave strong ratings to their institutions (figure 1).
- The contrast between the independent sector and four-year public institutions is sizeable (46 percent versus 29 percent with strong ratings).

Changes in Ratings on Faculty

Relatively few administrators said that faculty compensation was excellent or very good (see figure 2).

- At independent institutions, only 1 in 4 felt that faculty compensation was excellent or very good.

"At four-year public institutions . . . 16 percent thought that faculty morale was excellent or very good. One-third rated it as fair or poor."

FIGURE 2

Percentage of Institutions with "Excellent/Very Good" Faculty Compensation, 1986 through 1993

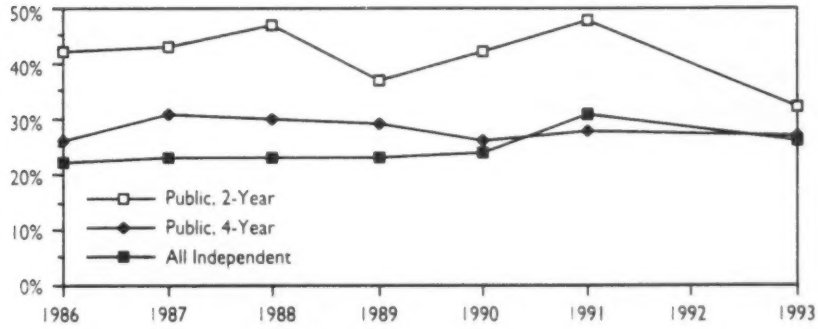
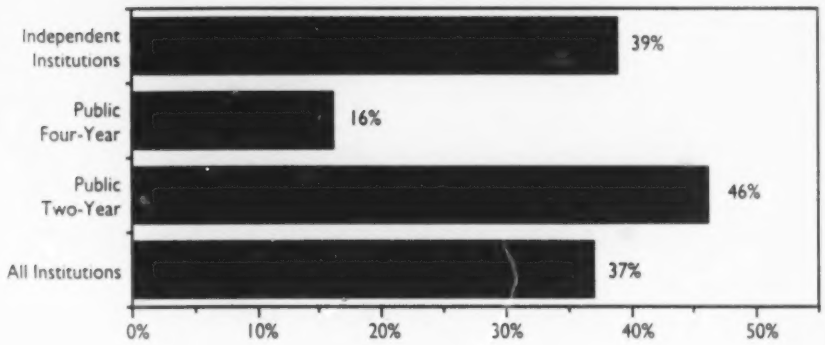


FIGURE 3

Percentage of Institutions with "Excellent/Very Good" Faculty Morale, 1993



"...At independent institutions, 39 percent rated faculty morale as excellent or very good."

- Similarly, at four-year public institutions, only 1 in 4 felt that faculty compensation was excellent or very good.
- At two-year public institutions, 1 in 3 rated their faculty compensation at these levels.

The ratings at two-year public institutions have declined from the late 1980s. At independent and four-year public institutions, they have been relatively stable but always lower than the ratings for two-year institutions.

The sectors differed markedly on the level of faculty morale (see figure 3). Again, the four-year public sector had the lowest ratings.

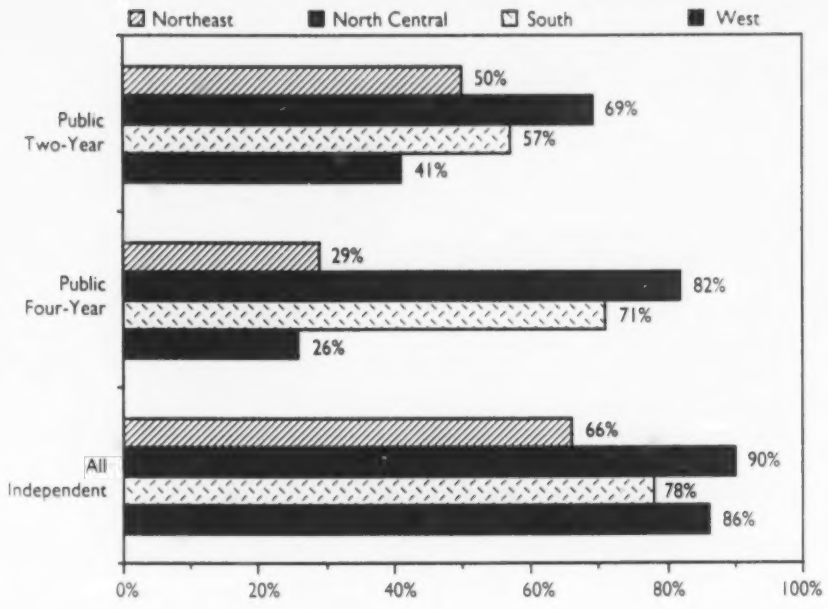
- At four-year public institutions, very few administrators (16 percent) thought that faculty morale was excellent or very good. One-third rated it as fair or poor.
- At two-year public institutions, the outlook was not as bad. Forty-six percent of administrators rated faculty morale as excellent or very good.
- Similarly, at independent institutions, 39 percent rated faculty morale as excellent or very good.

Administrator ratings on their institution's ability to attract and hold good faculty are lower than in the late 1980s, although only slightly lower. Apparently, most felt that the relative standing of their institutions had not changed significantly.

- At four-year public institutions, about half of administrators (48 percent) gave strong ratings to their institution's ability to attract and hold good faculty.
- At independent institutions, a similar percentage (51 percent) gave strong ratings.
- At two-year public institutions, 59 percent rated their institution highly on its ability to attract and hold faculty.

FIGURE 4

Percentage of Institutions with Budget Increases in 1992-93, by Region



On another question (see Table A8) almost all administrators said that the level of salary and benefits offered to new faculty were on a par or fully competitive with other institutions. However, at least one-third of administrators at public institutions felt that the economic climate of their state made them uncompetitive in hiring faculty.

Potential difficulties in hiring faculty may still face independent institutions. Almost 3 in 10 administrators at independent institutions said that their equipment, facilities and other support for research put them in an unfavorable competitive position when trying to recruit faculty (see Table A8).

A general conclusion about higher education's current financial status is difficult to make: are financial troubles easing? getting worse? It appears that, for some institutions, conditions of financial crisis remain; for others, some easing of circumstances has occurred. It is inappropriate to rely on generalizations, however, in view of substantial differences that exist across various parts of the country and in different types of institution. Differences by academic field and program add further complexity.

Figure 4 illustrates the differing financial circumstances, showing the strikingly different experience of institutions according to geographic region. For this year's operating budget, for example, institutions in the Northeastern states and in the West faced a more difficult situation than did institutions in the North Central and Southern states. In the hardest hit regions, public four-year institutions have been adversely affected more than public two-year institutions.

"For this year's operating budget . . . institutions in the Northeastern states and in the West faced a more difficult situation than did institutions in the North Central and Southern states."

II. Changes In Enrollment

Despite financial difficulties, enrollment has increased at most American colleges and universities. During the last year, almost two-thirds increased both their total and full-time-equivalent enrollment. Six in ten also increased their first-time freshmen. Most had gains in both full-time and part-time students. As another sign of increasing student demand, three-quarters reported a net increase in applications during 1992-93 (Table A3).

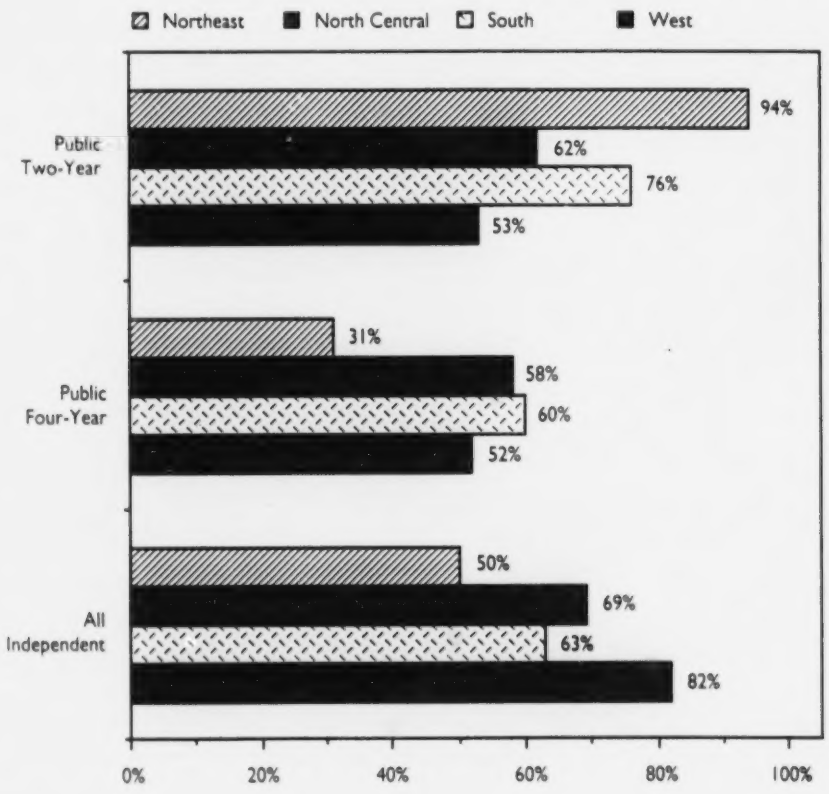
Still, some institutions are "downsizing." Thirty-six percent of public four-year institutions reported a net loss in overall enrollment. Enrollment of part-time students was down at 3 in 10 institutions, including 4 in 10 public four-year institutions.

Differences by type of institution and region of the country are also sizeable. As Figure 5 shows, public two-year institutions increased enrollment more often than did public four-year institutions. However, regional differences are substantial among public two-year institutions themselves: in the Northeast, almost all public two-year institutions had enrollment increases but, in the West, about half increased their enrollment.

"Thirty-six percent of public four-year institutions reported a net loss in overall enrollment."

FIGURE 5

Percentage of Institutions with Enrollment Increases, by Region, 1993



Enrollment Changes Affecting Different Students

Enrollment continued to increase for various categories of students.

- Just over half of all four-year institutions increased their graduate enrollment.
- More than half reported increases among part-time students.
- Half reported an increased enrollment of transfer students.
- Almost half (46 percent) reported an increased enrollment of international students.

Here too, the financial constraints facing many public four-year institutions are evident: 24 percent decreased their master's degree enrollment, 35 percent decreased their part-time enrollment, and 25 percent decreased the number of transfer students.

Enrollment of Underrepresented Groups

About half of all institutions increased their enrollment of African-American, Hispanic and Asian American students in the last year. About one-quarter reported increased enrollment of American Indian students (Table A3). This pattern parallels what was reported a year ago (Campus Trends, 1992).

Four-year institutions reported increases somewhat more often than two-year institutions. Among doctoral universities, for example, two-thirds had increases in Hispanic and Asian-American enrollment, 6 in 10 had increases in African-American enrollment, and 4 in 10 increased their American Indian enrollment.

The enrollment of American Indian students remains problematic: gains were reported by only 3 in 10 public institutions and by very few independent institutions (16 percent). For 13 percent of all institutions, the number of American Indian students decreased.

A Five-Year Perspective

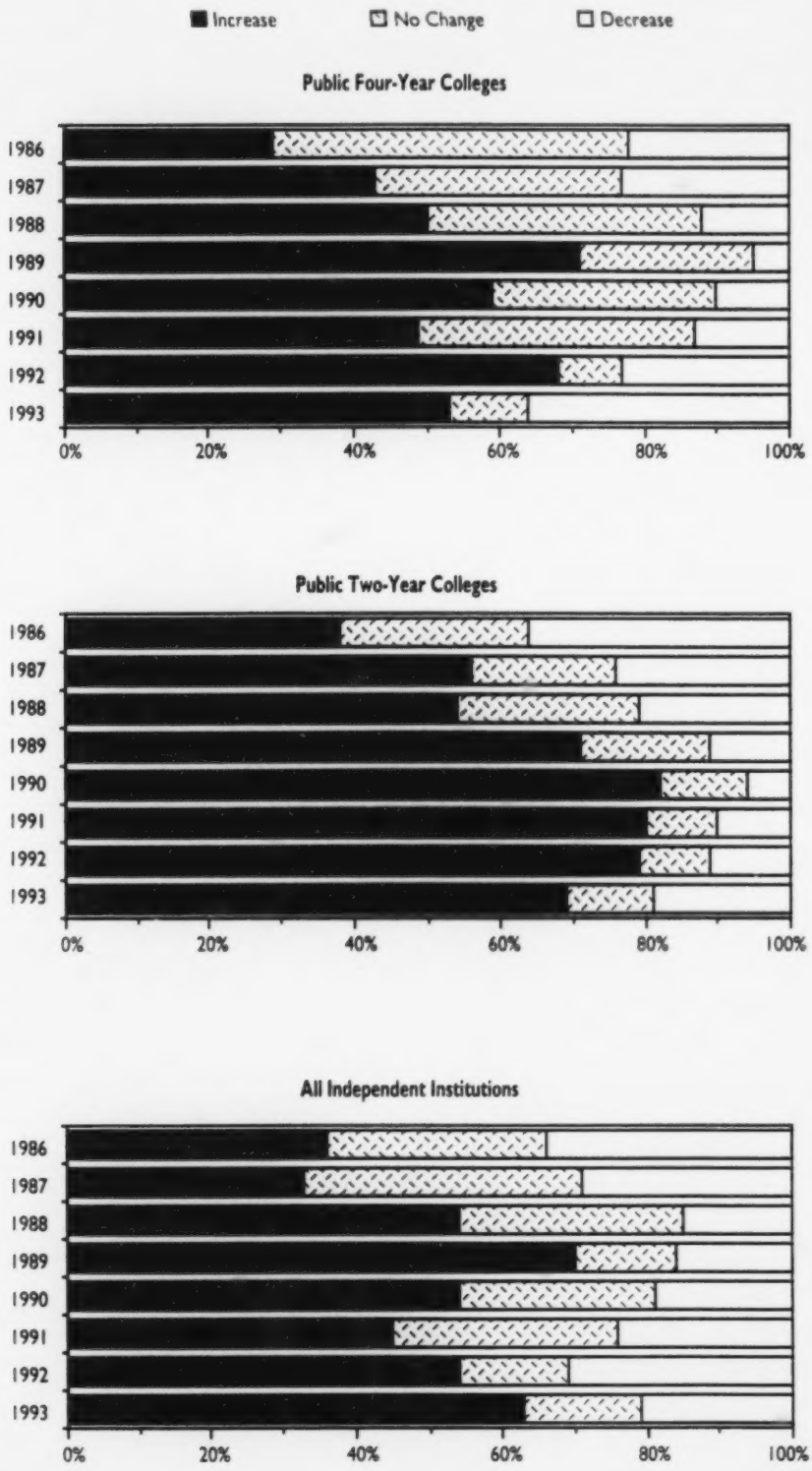
The result of many different trends is reflected in the diverse enrollment experience of American colleges and universities over the last five years.

- Almost half increased their enrollment during this period by 11 percent or more; 3 in 10 registered increases of more than 20 percent (Table A4).
- Public two-year institutions witnessed the greatest enrollment growth: 62 percent increased their enrollment during the last five years by 11 percent or more; almost half increased their enrollment by 21 percent or more.
- About 1 in 10 institutions experienced enrollment decreases.
- Among independent institutions, 2 in 10 had enrollment decreases.

"Public two-year institutions witnessed the greatest enrollment growth: 62 percent increased their enrollment during the last five years by 11 percent or more; almost half increased their enrollment by 21 percent or more."

FIGURE 6

Enrollment Changes, 1986 to 1993:



For the five years ahead (Table A4), most institutions project further enrollment increases, but at a moderate level.

- Half estimated increases of 1 to 10 percent. Another 22 percent expected no change in enrollment.
- Two-year institutions expect the greatest growth; almost all expect increases, and 3 in 10 expect increases more than 10 percent.
- Many doctoral universities expect to reduce or hold down their enrollments. Thirty-six percent expect no change, and 14 percent expect enrollment to decrease.

Figure 6 offers a year-by-year perspective, showing the percentage of institutions reporting enrollment changes in each previous *Campus Trends* survey since 1986. Several trends stand out, including:

- Much greater enrollment growth in the two-year sector, compared to public four-year institutions and independent institutions;
- More enrollment decreases in the last year for public institutions;
- Fewer enrollment decreases this year among independent institutions than in 1992.

"Twenty percent of independent institutions have limited their enrollment."

Actions to Limit Enrollments

Among public four-year institutions, one-third are limiting their enrollment (Table A5). Among other institutions, fewer are doing so. Only 15 percent of public two-year institutions have enrollment limits.

Most often, limits affect enrollment totals as well as specific majors and professional degree programs. Among the institutions with limits, two-thirds reported that enrollment limits were necessitated by program capacity. Usually, too, enrollment limits are the result of funding cutbacks by state or local governments.

Twenty percent of independent institutions have limited their enrollment. For these institutions, the main reasons involved issues of program capacity.

III. Changes In Faculty Policies and Practices

In a context of widespread financial difficulty, colleges and universities have made several adjustments in practices affecting their faculty. Some institutions, especially two-year colleges, did not hire new faculty in the last year. Some are making greater use of part-time faculty while others cut back on part-time faculty appointments. A number of institutions, mainly among four-year public institutions, have procedures underway to reduce their faculty numbers.

Stability is also evident, suggesting that most colleges and universities have taken steps to protect their faculty from severe financial dislocation. Most continue to hire new faculty, and about half reported net gains in the size of their full-time faculty.

"Thirty-five percent of doctoral universities reported a net loss in the number of full-time faculty."

Most colleges and universities (79 percent) appointed full-time faculty during the last year, reflecting instructional needs arising from resignations, retirements and enrollment increases (Table A6). In some situations, however, hiring did not take place.

- Among public two-year colleges, 34 percent did not hire new full-time faculty in the last year.
- In comparison, only 16 percent of independent institutions and only 7 percent of four-year public institutions did not hire new full-time faculty.

For public two-year colleges, this decrease in hiring contrasts with their situation in 1988: 77 percent of public two-year colleges had hired new full-time faculty in 1988 (Campus Trends, 1988), compared to 66 percent in 1993.

Some doctoral institutions reported net losses in faculty, more so than other types of institutions.

- Thirty-five percent of doctoral universities reported a net loss in the number of full-time faculty.
- Thirty-one percent reported a net loss in part-time faculty.
- Twenty-four percent reported a net loss in tenured faculty.

Compared to a year ago, fewer institutions reported gains in tenured faculty. In 1992, 48 percent reported net gains; in 1993, 43 percent did so.

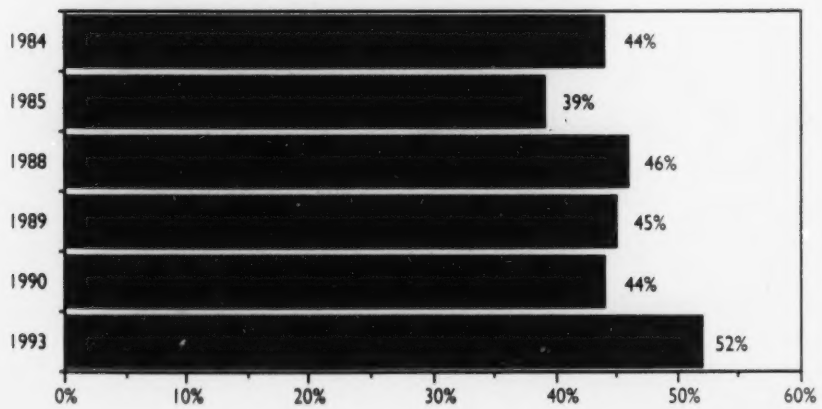
Use of Part-Time Faculty

Fifty-three percent of all institutions increased their use of part-time faculty. Another 28 percent reported no change and 19 percent reported a net reduction in part-time faculty.

The use of part-time faculty is edging upward, particularly in the public sector. As Table A7 shows, 52 percent of all institutions reported that they are making extensive use of part-time faculty (that is, for more than one-fourth of courses offered). This is an increase from what was reported in previous *Campus Trends* surveys (see figure 7).

FIGURE 7

Percentage of Institutions Making Extensive Use of Part-Time Faculty, for Selected Years



- Public two-year colleges are most likely to make extensive use of part-time faculty: 66 percent did so in 1990 (see *Campus Trends, 1990*) and by 1993, 73 percent gave this response.
- Public four-year institutions also increased their use of part-time faculty: in 1990, 26 percent reported extensive use of part-time faculty; by 1993, 32 percent gave this response.
- Among independent institutions, 32 percent reported extensive use of part-time faculty in 1990; 38 percent did so in 1993.

"The use of part-time faculty is edging upward, particularly in the public sector."

Changes in Underrepresented Faculty

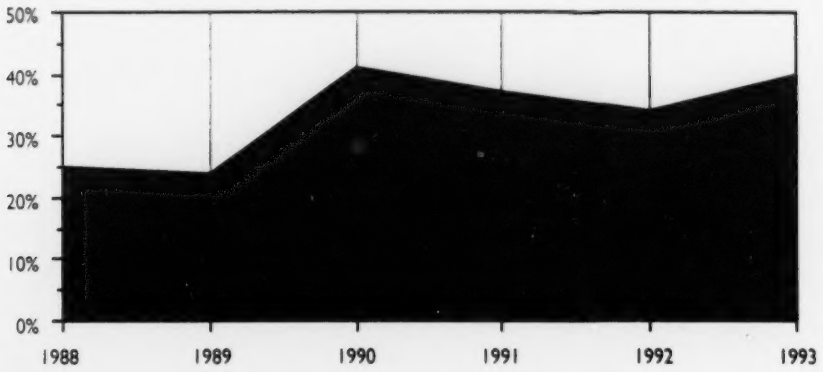
Four in ten institutions reported a net gain in minority faculty in the last year. Most reported no change. Only among doctoral universities did at least half of respondents report a net gain (Table A6). Very few institutions — only 2 in 10 — reported gains in the number of minority faculty who hold tenure.

As Figure 8 suggests, there has been some progress since 1988 and 1989, when only 25 percent of all institutions registered net gains in minority faculty. A plateau seems to be evident, however, with little change since 1990 (cf. Carter and Wilson, 1993).

The advancement of women faculty reflects somewhat greater success. Forty-eight percent of institutions had a net gain in hiring of women faculty, and 50 percent had a net gain in the number of women faculty who hold tenure (Table A6). However, some erosion is evident since 1990. In the 1990 *Campus Trends* survey, 61 percent of institutions had reported a net gain in hiring of women faculty, compared to 44 percent in 1993. The larger context must also be borne in mind: compared to 1990, fewer institutions hired new faculty in 1993. Offers to women and minority individuals have been negatively affected by the general erosion of hiring opportunities in academe.

FIGURE 8

Percentage of Institutions with a Net Gain in Minority Faculty, 1988 to 1993



"One in four institutions have retrenchment procedures underway."

Retrenchment and Retraining

One in four institutions have retrenchment procedures underway to cut back on their total number of faculty (Table A7). One-third of public four-year institutions are doing so.

- Most institutions (77 percent) are cutting back by not filling positions that become vacant.
- Sixty-five percent are targeting certain schools or departments for retrenchment.
- Half are making early retirement offers as a way to cut back on the number of faculty.

Figure 9 shows the pattern of cutbacks by region and type of institution. As is evident, public four-year institutions are the most likely to be cutting faculty, especially so in the Northeast and in the West. This reflects the very different financial climate in various parts of the country.

Survey results also show that 4 in 10 institutions have procedures to retrain faculty for changing program needs (Table A7). Two-year institutions offer retraining more often than do four-year public institutions.

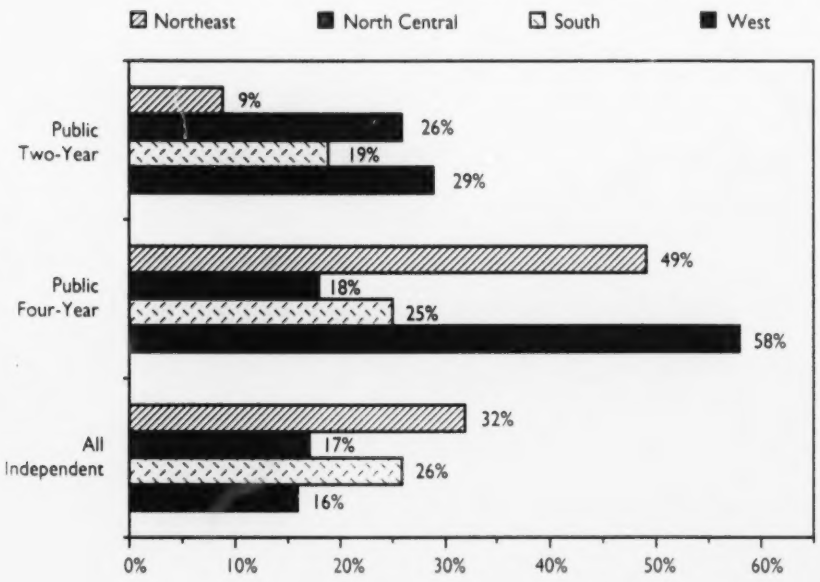
Recognizing Teaching

Many institutions are giving greater recognition to faculty for outstanding teaching.

- In 1993, 7 in 10 institutions rewarded outstanding teaching through annual awards programs.
- This is a substantial increase from 1987, when only 48 percent offered awards for outstanding teaching.
- Most campuses (69 percent) host recognition ceremonies for those faculty who are given teaching awards.
- Some campuses (40 percent, including almost half of four-year institutions) give special funds to faculty in recognition of outstanding teaching; almost half (45 percent) recognize outstanding teaching through salary increases; a few (26 percent) provide released time.

FIGURE 9

Percentage of Institutions That Are Cutting Back on Faculty, by Region



Budget realities seem to intrude, nevertheless: in 1993, 45 percent of institutions rewarded outstanding teaching through salary increases, down from 51 percent in 1987 (Campus Trends, 1987).

Offices or centers devoted to teaching improvement are found at one-third of institutions, including almost half of public four-year institutions. Half of these offices have been established in the last five years. Only 27 percent of independent institutions have offices devoted to teaching improvement.

"In 1993, 7 in 10 institutions rewarded outstanding teaching through annual awards programs... a substantial increase from 1987."

Competition for Faculty

Administrators also offered judgments about the position of their institution relative to their competitors for recruiting faculty (Table A8). Only a few felt that their institution is uncompetitive, although certain areas do raise concern.

Equipment, facilities and other support for faculty research are a problem for some institutions. Twenty-four percent felt that their facilities and other research support made them uncompetitive, compared to similar institutions.

The state's economic climate was a negative factor for about 3 in 10 public institutions. Regarding the quality of life in their state, however, more than half of public-sector respondents felt that they were fully competitive in the market for new faculty.

These responses for 1993 can be compared with responses given in 1990 (Campus Trends, 1990). The trend has been one toward feeling slightly less competitive, although still on a par with other institutions.

IV. Extensive Use of Planning

Several planning mechanisms are in regular use on American campuses today. Student outcomes assessment, although relatively new, has become a widespread practice, reported by institutions of every type. Most institutions also make use of program review. Newer approaches, including the use of TQM (or other quality improvement techniques) are also common (see figure 10).

Wide Use of Outcomes Assessment

Activities to conduct student outcomes assessment are found at almost all campuses (Table A9).

- Fully 97 percent of institutions had some type of assessment activity during the last year.
- Most institutions have a limited amount of assessment activity. However, 43 percent described their assessment activities as "extensive."

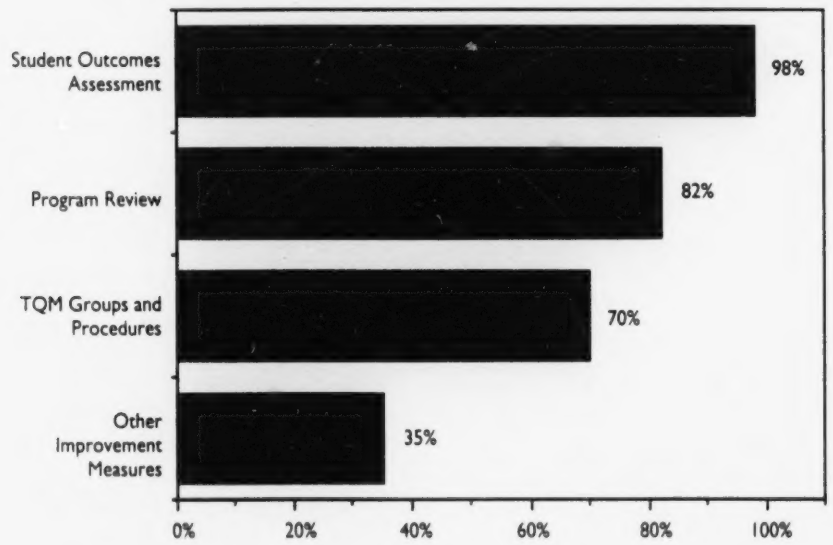
Doctoral universities show less involvement than other institutions; most reported that their assessment activities are limited.

"... 43 percent described their assessment activities as extensive."

The widespread introduction of outcomes assessment over the last few years is undoubtedly influenced by the fact that accrediting agencies now expect institutions to use assessment. For many institutions, assessment activity involves only some programs or a limited number of students. Still, the pace of implementation has been very fast.

FIGURE 10

Percentage of Institutions Reporting Types of Improvement Mechanisms, 1993



Elaine El-Khawas, Campus Trends 1993

Program Review Is Also Widespread

Program review, a formal process in which academic departments or other units review their objectives and accomplishments, is also in general use.

- Almost 9 out of 10 public institutions use program review, generally on a fixed schedule so that all programs undergo review every five years or so.
- Three-quarters of independent institutions use program review, sometimes on a flexible schedule.
- Program reviews are conducted both for formative purposes (to suggest ways to improve programs) and for summative purposes (to judge how well programs are doing).

Of the institutions with program review, 54 percent reported that results are being used in decisions about program consolidation. Two-thirds of the public two-year colleges with program review gave this response. Almost as many institutions (45 percent) reported that information from program reviews is being used for decisions about elimination of programs.

"Of the institutions with program review, 54 percent reported that results are being used in decisions about program consolidation."

Some Interest in Quality Improvement

TQM (or total quality management), another approach to program review and improvement, has been widely talked about in higher education lately (cf. *Educational Record*, 1993, and *Change*, 1993). Survey results show that many campuses are considering how TQM, or similar quality improvement techniques, might apply to their programs.

- Seven in ten institutions reported use of TQM. For 6 in 10 institutions, however, these activities are limited in scope.
- About 1 in 10 institutions reported extensive use of TQM.
- Two-year colleges were most likely to report that their TQM activities are extensive.

A related approach — obtaining and using benchmarks to assess the efficiency and quality of various adminstrative operations — is also being tried.

- Benchmarking is reported by two-thirds of institutions, generally on a limited scale.
- Half of institutions have limited activity underway; about 2 in 10 described their benchmarking as extensive.
- Extensive activities are more often found at baccalaureate colleges than at other types of institutions.

It is likely that the term "benchmarking" is defined in various ways, so that these responses reflect a variety of techniques by which campuses gather statistical indicators comparing their operations to other institutions.

V. Programs for Adult Learners

Academic programs available to adult learners are now ubiquitous in higher education. They are found in both noncredit and degree programs, both on- and off-campus, and in both regular and separately administered programs.

Ninety-four percent of institutions enroll adult, or nontraditional, students. For most institutions (55 percent), adults are enrolled in both regular and separate programs, while 37 percent enroll adults only in regular programs and 4 percent enroll adults only in separate programs. Today, then, adult learners are usually enrolled in the regular academic programs offered by colleges and universities. Separately administered programs are often used for nondegree courses; 4 in 10 institutions offer nondegree work in separate units (Table A10). However, another 5 in 10 institutions offer nondegree courses as part of regular programs.

"Today . . . adult learners are usually enrolled in the regular academic programs offered by colleges and universities."

About one in five independent institutions have separately administered degree programs for adults in management and in education. For most other institutions, such subjects are available only in regular programs.

Today, most public institutions offer off-campus programs for adult learners.

- More than 7 in 10 public institutions offer off-campus programs for adults as part of their regular programs. About 1 in 3 also offer off-campus courses through separately administered programs.
- In contrast, only about 1 in 3 independent institutions provide off-campus programs for adults.

Flexible Delivery of Programs

Some institutions have developed special approaches especially suited to the needs of adult learners. This includes the use of distance learning (e.g., educational TV or interactive televised courses) as well as time-compressed courses or weekend colleges (see figure 11).

- Modular, time-compressed course formats are available at 6 in 10 institutions.
- Weekend colleges are offered by one-third of institutions.
- Courses via educational TV are offered by about 4 in 10 institutions. Hardly any independent institutions use educational TV.
- Interactive television is part of course offerings at a small number of institutions, about 2 in 10 nationally. Four-year public institutions are most likely to report such offerings.

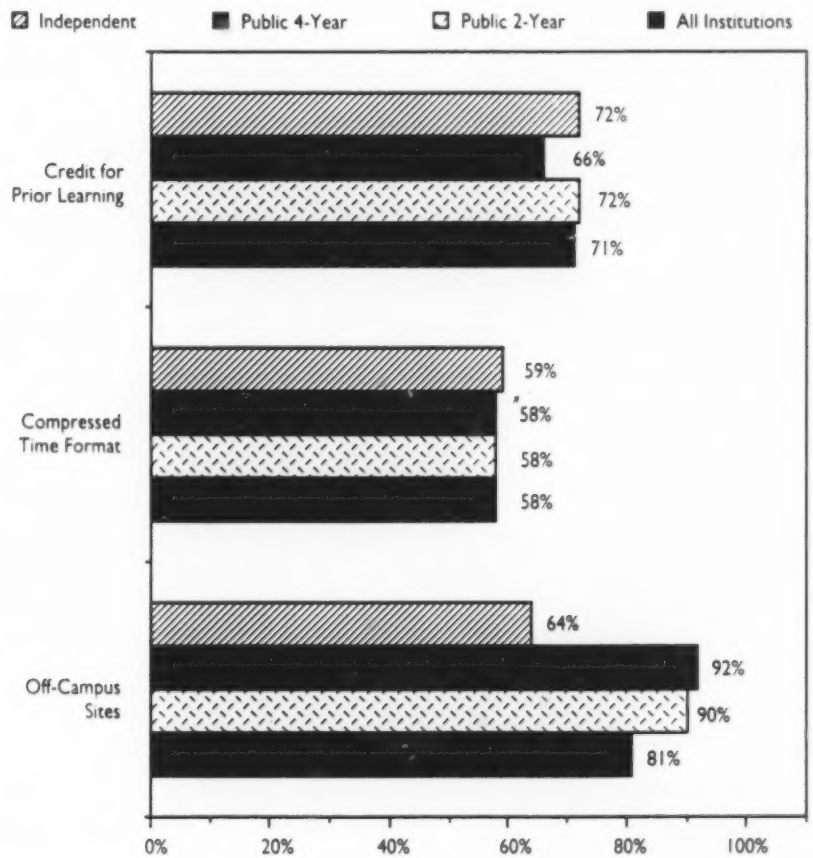
About one-third of institutions (and more than half of public two-year institutions) have developed adult-learner degree programs jointly with business firms. About 4 in 10 institutions offer programs jointly with schools and school systems.

Most campuses offer special support services for adult learners.

- About 8 in 10 institutions offer "re-entry" advice, helping adults plan their studies in light of current goals and past experience.
- Most also offer special counseling and advising for adults.
- About 7 in 10 allow adults to gain credit for prior learning. Doctoral institutions are less likely to have such policies.
- About 6 in 10 institutions offer special job placement assistance for adults. Two-year institutions are especially likely to do so.

FIGURE 11

Percentage of Institutions with Selected Offerings for Adult Students, 1993



"About 7 in 10 allow adults to gain credit for prior learning."

VI. Steps To Improve The Status Of Women

American higher education has devoted considerable effort over the last two decades to improving the status of women. Federal laws prohibiting discrimination against women have affected college admissions, financial aid, and faculty hiring, along with many other campus policies.

In this year's Campus Trends survey, institutions were asked whether they have adopted certain practices supportive of women's advancement. Judgments were also sought about their institution's progress in achieving a fair representation of women. Administrators were harsh in their assessments: for most areas queried, fewer than half gave high ratings (Table A11).

"Thirty-three percent thought that women are well represented among senior administrators."

How Well Are Women Represented?

Survey respondents rated their institutions on the representation of women in fourteen areas, including student leadership positions, award of scholarships, committee memberships, and representation among the faculty. Most administrators did not give high ratings. Responses suggest that the greatest progress has been achieved among students (cf. Ottinger and Sikula, 1993). The lowest ratings appear with respect to the representation of women among senior administrators, in senior faculty positions, and as members of boards of trustees.

- Women are most fairly represented, apparently, in the awarding of academic scholarships; 7 in 10 institutions had high ratings in this regard.
- In contrast, only half felt that women were well represented in terms of receiving athletic scholarships.
- Sixty-five percent thought that women students were well represented among student leaders.
- Sixty percent thought that women students were well represented in graduate programs. However, only 46 percent judged that women were well represented in receiving graduate scholarships.

Even so, the representation of women students in the sciences is poorly rated.

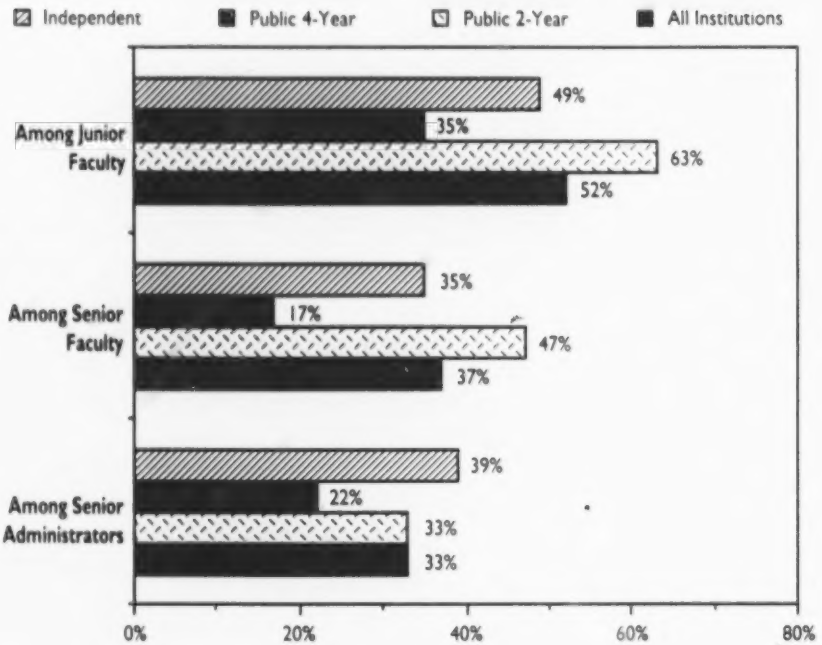
- Only one-third of institutions offered high ratings for their representation of women students in the sciences.
- Representation of women students in engineering was also given low ratings. Half gave ratings of adequate or poor.
- Independent institutions have better ratings than public institutions on the representation of women students in science and engineering.

Only one-third of institutions are judged to have strong representation of women in senior leadership positions (see figure 12).

- Thirty-eight percent thought that women are well represented on boards of trustees.
- Thirty-three percent thought that women are well represented among senior administrators. Four-year public institutions have the lowest ratings.
- Thirty-seven percent thought that women are well represented among senior faculty.

FIGURE 12

Percentage of Institutions Ranking Themselves as "Excellent/Very Good" for Women's Representation ...



For junior faculty, women were judged to be well represented at half of all institutions. Highest ratings appeared at two-year colleges.

Representation of women on important committees was well rated at about half of institutions.

- Fifty-five percent gave high ratings to the representation of women on search committees, both for administrators and for faculty.
- Half thought that women were well represented on faculty promotion and tenure committees. At doctoral universities, 3 in 10 gave "adequate" or "poor" ratings.

"Half thought that women were well represented on faculty promotion and tenure committees."

Actions to Support the Advancement of Women

Colleges and universities have taken many formal actions to support the advancement of women. Most campuses sponsor symposia and other events to address issues affecting women; many have policies for family leave. Policies to protect women have also been established, including policies on sexual harassment and policies to review and adjust salary inequities. About half of all institutions have taken steps to integrate women's perspectives into the curriculum (Table A12).

Most campuses sponsor events to raise awareness on women's issues.

- Two-thirds of institutions sponsor such events, and most have done so for a long time.
- Fifty-seven percent of public two-year institutions sponsor such events.

About half of all institutions now have family leave policies.

- Family leave policies are especially found at public institutions.
- Among independent institutions, 49 percent have family leave policies.

Policies on sexual harassment have been widely adopted.

- Nine out of ten institutions now have policies on sexual harassment; most of the others are developing policies.
- For 28 percent of institutions, policies on sexual harassment have been developed recently, since 1990.

The curriculum has received attention at about half of all institutions.

- Courses or programs in women's studies are offered by 7 in 10 four-year public institutions and about 6 in 10 independent institutions.
- About half of all institutions have initiatives to integrate women's perspectives into the curriculum. About 6 in 10 four-year institutions have taken such steps, compared to one-third of two-year institutions.
- About 2 in 10 four-year institutions (and 1 in 10 two-year institutions) are planning ways to integrate women's perspectives into the curriculum.

"Sixty-one percent of all institutions review and make adjustments for salary inequity among faculty."

Actions have also been taken to improve the status of women faculty. This may include policies to "stop the tenure clock," adjustments for salary inequities, assistance to dual-career couples, or special funds to recruit women into faculty positions. Four-year public institutions are more likely than other institutions to have such policies.

- Sixty-one percent of all institutions review and make adjustments for salary inequity among faculty. Seventy-five percent of public four-year institutions take such steps.
- About 4 in 10 institutions provide guidelines to their search committees about gender bias.
- About 4 in 10 four-year institutions have policies to stop the tenure clock for junior faculty wishing to have some flexibility in meeting both child-rearing and professional responsibilities.
- One in four institutions have policies to assist with spousal employment for dual-career couples.
- Relatively few institutions have special funds to assist with hiring women faculty. Fourteen percent of public four-year institutions do so, doctoral institutions primarily.

Several initiatives are found especially at doctoral universities.

- Six in ten doctoral universities support a women's center. Only 1 in 4 other institutions do so.
- About 6 in 10 doctoral universities sponsor a periodic report on the status of women. About 2 or 3 in 10 other institutions do so.
- About half of doctoral universities have a special commission or task force on the status of women. One in three comprehensive universities have a commission, but very few other types of institutions do so.

VII. Language Study Abroad

A good number of American students are interested in taking foreign language study in other countries. Among the options available, only some are offered for academic credit. In this survey, questions were asked to determine the extent to which such offerings exist, where they are located, and how they are operated (see Tables A13 and A14).

One in five institutions operate programs for language study abroad that carry academic credit.

- About 1 in 4 independent institutions and 1 in 3 public four-year institutions operate such programs.
- Doctoral universities most often have such programs; 6 in 10 offer language study abroad for academic credit.
- Some campuses offer language study abroad by cooperating with other institutions, usually through a consortium agreement.

These programs operate at various times throughout the year.

- One in four programs are held during the summer. Half of doctoral universities have summer programs.
- About 2 in 10 institutions (and one-third of four-year institutions) have language study options that extend for a full academic year.

Most programs use the institution's own faculty as well as native speakers.

- Two-thirds of institutions use their own faculty for their language study abroad programs.
- Almost all institutions (87 percent) also offer instruction by the country's native speakers.

Student housing is often with local families.

- Seven in ten institutions reported that students live with local families.
- About 6 in 10 reported that students live with students from that country.

In terms of location, these programs cluster in Western Europe, Mexico, and East Asia (see Table A14).

- Twenty-five percent of summer programs are located in France.
- Just as many (25 percent) are located in Mexico.
- For full-year programs, France is the most popular location, followed by other Western European and East Asian locations.
- East Asian countries (China, Japan, Korea) are destinations for full-year programs at 2 in 10 institutions, including 32 percent of four-year public institutions.

"One in five institutions operate programs for language study abroad that carry academic credit."

CONCLUSIONS & POSSIBLE IMPLICATIONS

This report indicates that higher education in the United States is facing severe financial problems at a time when other serious challenges also demand attention. Many observers believe that this combination of circumstances requires a fundamental restructuring by American colleges and universities.

For most institutions, the major problem is reduced funding, not reduced student demand. Most report increased enrollment and increased applications. Among public-sector institutions, two-thirds have seen no real increase in their operating budget over the last five years. Most of these institutions report that levels of faculty compensation have suffered, along with faculty morale. One-third are limiting enrollment and cutting back on faculty. Independent institutions have faced continuing financial pressures over several years, with tight budgeting, uncertainty regarding many sources of revenue and, for some, mid-year budget adjustments.

In the midst of financial retrenchment, institutions are trying to use their resources more effectively and to improve their programs and services. Most colleges and universities now use a variety of planning procedures, including outcomes assessment and program review. Most have adapted their programs to the needs of adult learners, often through off-campus or time-compressed course offerings.

What does this mean for the near future? Obviously, the general direction is still unclear, and the prospects for each institution differ according to its resources and circumstances. Some potential implications can be offered, however, based on a discussion of this report's findings with members of the advisory committee for the Campus Trends survey. Committee members have, for example, raised the following points:

- American higher education appears to be facing the need for a major readjustment: this is not a short-term, transitory situation. Institutions need to consolidate programs, refocus their missions, and develop new initiatives that respond to changing clientele needs and priorities. A good many institutions, beyond the one-third now reported, may see enrollment drop. Others will maintain enrollments only through increased outreach to adult learners and to business firms.
- Both public and independent institutions will continue to have sparse resources available to cope with seemingly expanding expectations. However, resource disparities also may increase, with the perceived

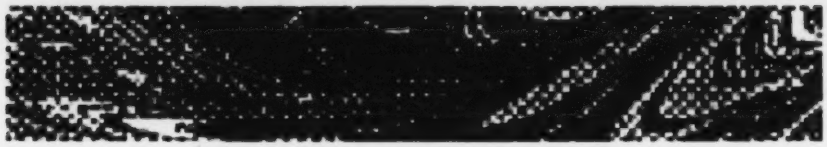
"American higher education appears to be facing . . . a major readjustment."

gap widening between "have" and "have-not" institutions. This year's report already documents sizeable sector differentials in financial resources, in the preparation levels of entering students, and in faculty morale.

- The nature of the faculty role is under serious challenge. In response to financial constraints, many institutions are pressing faculty to teach more with fewer resources. Some institutions are cutting back on part-time faculty appointments. However, others (especially, two-year institutions) are making substantial use of part-time or adjunct faculty and extending various benefits to adjunct faculty. While such benefits are fair to the individuals involved, do these actions suggest that large numbers of adjunct faculty are becoming an established, routine part of the teaching corps at many institutions?
- Financial constraints are posing a threat to goals of access and equity in higher education. For faculty, as the level of hiring has decreased generally, fewer institutions report gains in hiring of women and minorities into faculty positions. For students, rising tuition levels and restrictive enrollment policies at four-year institutions pose problems of both affordability and access (cf. *Making College Affordable Again, 1993*). Will an increasing number of low-income and middle-income students shift toward enrollment at community colleges?
- Student services have been hard hit on many campuses and, because they are not revenue-producing activities, may continue to be vulnerable to budget cuts in the future. Yet, in light of problems of inadequate preparation and immaturity among entering students, campuses might expect to face continuing needs for student support services.

" . . . resource disparities also may increase, with the perceived gap widening between 'have' and 'have-not' institutions."

American colleges and universities face many educational challenges today — to introduce new and more effective academic programs, to maintain a strong faculty, to respond to rising demand for postsecondary study, to promote equity and access, and to review and streamline their operational and other support services. To respond effectively to these challenges in a context of long-term financial constraints will be difficult. For most institutions, it will call for imaginative leadership and planning. For many, it will require a major realignment of resources and priorities to meet the needs of tomorrow's students.



REFERENCES

American Association of State Colleges and Universities. *1993 Annual Budget and Fiscal Survey of State Representatives*. Washington, D.C.: AASCU, 1993.

Blumenstyk, Goldie. "Private Colleges Scramble to Deal with Rising Costs of Financial Aid," *The Chronicle of Higher Education*, April 21, 1993, pp. A33-A35.

Carter, Deborah J. and Reginald Wilson. *1992 Eleventh Annual Status Report on Minorities in Higher Education*. Washington, D.C.: American Council on Education, 1992.

Change, vol. 25, number 3: Special Issue on Total Quality Management. Washington, D.C.: Heldref Publications, April-May 1993.

Cirino, Anna Marie and Nathan Dickmeyer. "Two-Year Colleges Tighten Belts," *NACUBO Business Officer*, March 1993, pp. 23- 25.

Educational Record, vol. 74, number 2: Special Issue on Total Quality Management. Washington, D.C.: American Council on Education, 1993.

El-Khawas, Elaine. *Campus Trends, 1984*. Washington, D.C.: American Council on Education, 1985.

_____. *Campus Trends, 1985*. Washington, D.C.: American Council on Education, 1985.

_____. *Campus Trends, 1986*. Washington, D.C.: American Council on Education, 1986.

_____. *Campus Trends, 1987*. Washington, D.C.: American Council on Education, 1987.

_____. *Campus Trends, 1988*. Washington, D.C.: American Council on Education, 1988.

_____. *Campus Trends, 1989*. Washington, D.C.: American Council on Education, 1989.

_____. *Campus Trends, 1990*. Washington, D.C.: American Council on Education, 1990.

_____. *Campus Trends, 1991*. Washington, D.C.: American Council on Education, 1991.

_____. *Campus Trends, 1992*. Washington, D.C.: American Council on Education, 1992.

National Commission on Responsibilities for Financing Postsecondary Education, *Making College Affordable Again*. Washington, D.C.: National Commission, 1993.

Ottinger, Cecilia and Robin Sikula. "Women in Higher Education: Where Do We Stand?" *Research Briefs*, volume 4, number 2; Washington, D.C.: American Council on Education, 1993.

APPENDICES

Appendix A: Tables

TABLE A1
Recent Change in Operating Budgets (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of Institution that:								
Had a mid-year budget cut:	34	36	36	32	30	36	41	29
Expect budget cuts for 1993-94	38	49	18	35	50	49	49	19
Rate their financial condition as "excellent" or "very good"	40	39	36	45	36	39	29	46
1992-93 Budget Compared to Last Year:								
Increase of:								
11 percent or more	5	6	5	5	2	6	5	4
7 to 10 percent	13	10	19	16	8	10	12	19
5 to 6 percent	20	14	40	13	17	14	9	33
1 to 4 percent	26	25	12	34	43	25	33	23
No Change:	17	22	12	15	11	22	15	12
Decrease of:								
11 percent or more	2	0	5	1	3	0	2	3
7 to 10 percent	5	8	0	6	1	8	8	0
5 to 6 percent	3	2	5	1	3	2	5	1
1 to 4 percent	9	12	5	8	13	12	11	5
1992-93 Budget Compared to Five Years Ago:								
Increase of:								
41 percent or more	23	17	29	29	17	17	21	31
31 to 40 percent	13	8	21	11	20	8	12	20
21 to 30 percent	11	10	7	14	16	10	19	7
11 to 20 percent	15	16	14	15	20	16	10	18
6 to 10 percent	10	14	5	10	9	14	11	6
1 to 5 percent	8	11	7	7	3	11	4	8
No Change:	7	9	10	2	6	9	4	6
Decrease of:								
11 percent or more	7	11	5	6	3	11	11	2
1 to 10 percent	5	6	2	5	6	6	8	2

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A2

Rating of Institutional Status (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage rating their own institution as "Excellent" or "Very Good":								
Ability to respond to enrollment shifts	34	37	27	37	30	37	31	33
Overall financial condition of the institution	40	39	36	45	36	39	29	46
Adequacy of student financial aid, including scholarships, fellowships, and loans	37	39	37	35	31	39	26	41
Adequacy of equipment for teaching and research	28	32	14	30	37	32	20	27
Adequacy of library resources at your institution	31	37	22	24	39	37	26	26
Adequacy of your institution's physical plant and overall campus appearance	55	54	55	57	59	54	57	56
Ability to attract and hold good faculty	54	59	41	57	54	59	48	51
Adequacy of faculty development opportunities	42	49	29	46	37	49	35	39
Adequacy of faculty compensation	29	32	14	34	36	32	27	26
Overall level of faculty morale at your institution	37	46	33	32	23	46	16	39
Overall level of faculty productivity	58	59	60	53	70	59	47	65
Relationships with regional accrediting agencies	85	87	79	87	84	87	86	82
Relationships with specialized accrediting agencies	80	84	71	80	86	84	82	75
Relationships with federal agencies	67	74	55	64	77	74	67	60
Relationships with state agencies								
On curriculum matters	73	73	67	79	67	73	72	73
On financial matters	63	65	53	72	44	65	56	63
In general	69	71	63	78	51	71	66	69
General level of preparation of entering students	22	6	35	27	52	6	24	40
Job prospects for degree recipients	44	38	55	41	49	38	42	52
Percentage rating their own institution as "Fair" or "Poor":								
Ability to respond to enrollment shifts	22	18	27	22	28	18	31	21
Overall financial condition of the institution	24	25	26	23	25	25	25	24
Adequacy of student financial aid, including scholarships, fellowships, and loans	24	18	27	33	26	18	36	25
Adequacy of equipment for teaching and research	30	24	39	31	28	24	37	32
Adequacy of library resources at your institution	31	32	31	31	31	32	38	27
Adequacy of your institution's physical plant and overall campus appearance	16	21	10	14	12	21	18	9
Ability to attract and hold good faculty	9	8	14	7	7	8	7	11
Adequacy of faculty development opportunities	25	19	33	25	26	19	33	26
Adequacy of faculty compensation	31	27	39	29	30	27	36	31
Overall level of faculty morale at your institution	17	16	8	21	33	16	32	9
Overall level of faculty productivity	3	3	2	5	2	3	5	3
Relationships with regional accrediting agencies	1	1	2	0	0	1	0	1
Relationships with specialized accrediting agencies	1	1	0	3	1	1	1	2
Relationships with federal agencies	4	2	5	9	3	2	8	5
Relationships with state agencies								
On curriculum matters	3	5	0	2	4	5	4	0
On financial matters	10	12	5	9	20	12	13	6
In general	4	4	2	3	8	4	7	1
General level of preparation of entering students	36	58	16	26	11	58	27	15
Job prospects for degree recipients	14	17	6	20	7	17	14	11

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A3

Changes in Enrollment, 1990-91 vs. 1991-92 (Percentage of Institutions with each Change)*

	Total ↑/↓	2-year Colleges ↑/↓	Baccalaureate Colleges ↑/↓	Comprehensive Colleges ↑/↓	Doctoral Universities ↑/↓	Public 2-year ↑/↓	Public 4-year ↑/↓	All Independent ↑/↓
Overall (headcount) enrollment	63 23	69 19	66 20	59 28	43 39	69 19	53 36	63 21
Total FTE enrollment	66 26	73 19	68 26	58 31	45 40	73 19	52 38	65 26
First-time freshmen	59 27	64 24	62 22	51 30	49 40	64 24	50 41	59 21
Full-time students	61 22	68 17	62 22	55 26	39 36	68 17	51 35	58 21
Part-time students	56 28	56 26	63 22	52 36	46 29	56 26	43 41	62 23
Graduate enrollment—master's	51 19	0 0	44 11	51 26	64 13	0 0	55 24	49 15
Graduate enrollment—doctoral	57 5	0 0	42 0	50 6	72 6	0 0	65 6	50 4
Students age 25 and older	56 13	54 14	58 9	58 14	52 10	54 14	51 14	61 10
African-American students	54 12	48 13	62 13	56 9	59 9	48 13	58 12	59 10
Hispanic students	48 8	47 8	39 13	49 6	69 5	47 8	52 6	46 10
Asian-American students	48 7	44 8	42 7	51 7	66 6	44 8	56 7	46 7
American Indian students	26 13	30 9	18 20	21 12	39 12	30 9	33 15	16 16
Transfer students	51 16	47 9	60 21	50 15	46 29	47 9	50 25	55 17
International students	46 15	40 17	50 16	44 15	61 11	40 17	48 16	49 14
Total number of applicants	73 15	68 18	87 9	70 15	64 20	68 18	69 20	80 9

* *Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.*

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A4

Changes in Enrollment — Past and Future (Percentage of Institutions Reporting each Change)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Enrollment change in the last five years:								
Increase of:								
31 percent or more	19	27	23	9	1	27	8	16
21 to 30 percent	11	16	2	13	5	16	8	7
11 to 20 percent	17	19	13	18	17	19	25	10
6 to 10 percent	16	11	17	21	18	11	20	18
1 to 5 percent	17	17	15	16	24	17	18	16
No Change:	8	5	12	6	11	5	7	11
Decrease of:								
11 percent or more	1	1	0	2	6	1	2	1
1 to 10 percent	11	4	19	14	19	4	11	20
Likely enrollment change, next five years:								
Increase of:								
31 percent or more	2	2	4	1	0	2	1	3
21 to 30 percent	8	10	13	3	1	10	4	8
11 to 20 percent	14	21	4	16	3	21	18	4
6 to 10 percent	23	20	38	18	13	20	10	34
1 to 5 percent	26	28	20	25	32	28	28	22
No Change:	22	16	20	29	36	16	28	26
Decrease of:								
11 percent or more	0	0	0	0	0	0	0	0
1 to 10 percent	5	3	0	8	14	3	11	3

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A5

Enrollment Limitations (Percentage of Institutions Reporting each Change)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of Institutions that have taken steps to limit enrollment:	21	15	15	30	41	15	34	20
Among these institutions, percentage with:								
Overall enrollment limits	52	67	25	49	48	67	62	30
Enrollment limits in specific subjects	65	64	63	64	68	64	65	66
Change in cut-off date for accepting applications	18	14	0	25	23	14	29	9
Restrictions on out-of-state applications	11	10	0	17	9	10	21	0
Reasons for enrollment limits:								
Reduced state/local government funding	47	73	0	43	43	73	67	0
Other budgetary constraints	34	46	0	34	36	46	47	8
State-imposed requirements	16	13	25	18	14	13	26	8
Limits due to program capacity	69	69	75	67	71	69	66	73
Administrative decisions about our mission	38	34	0	50	39	34	35	45
Other	10	16	25	1	12	16	7	8

Source: *Campus Trends, 1993, American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A6

Patterns of Faculty Hiring (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Full-time faculty were hired in:								
Tenure-track positions*	79	66*	81	90	99	66*	93	84
Term or contract positions	75	61	78	87	92	61	85	83
Change in full-time (regular) faculty, 1991-92 to 1992-93:								
Net gain	49	46	57	52	40	46	45	56
No net change	29	30	36	20	25	30	31	25
Net loss	22	23	7	28	35	23	24	19
Change in full-time (temporary) faculty, 1991-92 to 1992-93:								
Net gain	34	28	42	37	35	28	37	40
No net change	54	64	58	42	38	64	39	53
Net loss	11	8	0	21	28	8	24	8
Change in part-time faculty, 1991-92 to 1992-93:								
Net gain	53	60	50	46	42	60	48	46
No net change	28	27	23	36	27	27	31	28
Net loss	19	13	27	18	31	13	21	26
Change in minority faculty, 1991-92 to 1992-93:								
Net gain	40	42	23	44	57	42	41	36
No net change	53	51	70	46	35	51	49	56
Net loss	8	7	7	10	9	7	11	7
Change in women faculty, 1991-92 to 1992-93:								
Net gain	48	46	40	52	63	46	57	44
No net change	45	45	58	40	24	45	35	51
Net loss	7	9	2	7	13	9	7	5
Change in tenured faculty, 1991-92 to 1992-93*:								
Net gain	43	41*	43	45	44	41*	39	48
No net change	43	41*	52	41	31	41*	42	45
Net loss	14	18*	4	14	24	18*	19	7
Change in minority faculty with tenure, 1991-92 to 1992-93*:								
Net gain	18	16*	14	18	41	16*	28	15
No net change	77	81*	79	79	48	81*	66	79
Net loss	5	4*	7	3	10	4*	6	6
Change in women faculty with tenure, 1991-92 to 1992-93*:								
Net gain	50	41*	48	57	70	41*	59	53
No net change	46	54*	48	40	24	54*	37	43
Net loss	5	6*	4	2	5	6*	4	3

** Only a few two-year institutions have tenure systems.*

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A7

Faculty Policies and Practices (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions that:								
Are making extensive use of part-time faculty (more than one-fourth of courses)	52	73	43	34	24	73	32	38
Have procedures to retrain faculty for changing program needs	44	48	49	40	19	48	34	45
Reward outstanding teaching through:								
Annual awards	70	59	79	72	92	59	76	79
Recognition ceremonies	69	59	71	77	90	59	76	77
Salary increases	45	25	65	49	73	25	62	58
Released time	26	21	21	37	35	21	35	27
Special funds	40	30	45	48	56	30	46	49
Other	4	6	0	5	1	6	6	0
Have an office devoted to teaching improvement	34	34	26	36	55	34	47	27
Among these, percentage with an office for at least five years	47	45	22	57	54	45	53	42
Percentage of institutions that have procedures underway to cut back on the number of faculty:	25	22	17	31	40	22	32	24
Among these institutions, percentage that are:								
Not filling positions	77	74	50	90	84	74	82	76
Making early retirement offers	50	35	37	62	78	35	68	53
Downsizing certain schools or departments	65	67	63	67	58	67	62	65
Other steps to cut back	8	13	12	0	6	13	2	7

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A8

Competitive Position for Faculty Recruitment, Compared to Similar Institutions (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Our salary offers for new junior faculty are:								
Uncompetitive	15	21	20	4	6	21	8	13
On a par	55	53	59	58	41	53	53	57
Competitive	30	26	20	38	53	26	39	30
Our salary offers for new senior faculty are:								
Uncompetitive	24	27	25	22	15	27	22	23
On a par	44	39	52	48	38	39	42	52
Competitive	31	34	23	29	47	34	36	26
Our benefits/pension package for faculty appointment is:								
Uncompetitive	7	6	10	5	12	6	12	6
On a par	45	43	47	50	37	43	44	48
Competitive	48	51	43	45	52	51	44	46
Our location makes us:								
Uncompetitive	17	23	16	11	9	23	21	8
On a par	35	30	45	32	36	30	33	41
Competitive	48	46	39	56	55	46	45	51
Our teaching load makes us:								
Uncompetitive	13	12	14	15	4	12	20	9
On a par	64	61	69	66	53	61	60	68
Competitive	24	26	16	19	44	26	20	23
Our equipment, facilities and other support for research makes us:								
Uncompetitive	24	18	33	28	18	18	28	29
On a par	52	46	59	58	45	46	55	57
Competitive	24	36	8	14	37	36	17	14
The economic climate of our state makes us:								
Uncompetitive	24	30	8	29	27	30	36	11
On a par	55	48	75	47	51	48	48	66
Competitive	21	22	16	24	22	22	16	23
The quality of life in our state makes us:								
Uncompetitive	5	7	2	4	6	7	4	3
On a par	44	36	63	39	41	36	39	55
Competitive	52	58	35	57	54	58	57	41

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A9

Planning and Improvement Mechanisms (Percentage of Institutions with each Response)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
TQM groups and procedures								
Extensive activity	11	16	4	9	11	16	8	7
Limited activity	59	59	52	67	61	59	71	53
None	29	25	44	24	28	25	20	40
Benchmarking activities for administrative operations								
Extensive activity	17	17	23	12	14	17	14	18
Limited activity	52	45	54	64	51	45	52	61
None	31	38	23	25	35	38	33	21
Student outcomes assessment								
Extensive activity	43	41	48	44	30	41	56	36
Limited activity	55	55	50	56	61	55	42	61
None	3	3	2	1	9	3	3	2
Other quality improvement procedures								
Extensive activity	10	12	0	16	14	12	15	6
Limited activity	25	23	32	23	22	23	20	31
None	65	65	68	61	64	65	66	63
The institution has a formal process of program review	82	85	78	82	79	85	86	76
Among institutions, program review is:								
Primarily formative	52	53	63	44	37	53	36	60
Primarily summative	51	56	46	43	57	56	59	38
Externally mandated	60	70	53	53	49	70	67	42
Conducted on a fixed schedule	77	84	63	77	82	84	91	60
Being used for program elimination	45	56	29	45	36	56	33	40
Being used for program consolidation	54	68	39	47	40	68	38	46

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A10

Programs for Adult Learners (Percentage of Institutions with each Response)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Programs for adult students are available in:								
Regular programs only	37	22	42	52	41	22	49	45
Separate programs only	4	4	8	0	4	4	1	5
Both	55	68	47	46	47	68	43	49
No programs for adults	4	6	3	2	7	6	7	1
Total	***100***	***100***	***100***	***100***	***100***	***100***	***100***	***100***
Percentage with programs, regular or separate:								
Degree programs in management	88	87	79	98	91	87	93	87
Degree programs in education	73	54	81	95	79	54	91	84
Degree programs in engineering	42	63	4	33	75	63	45	17
Degree programs in other fields	95	95	92	98	93	95	93	96
Degree programs developed jointly with business firms	37	56	23	21	31	56	25	22
Degree programs developed jointly with schools/school systems	38	41	35	34	39	41	33	37
Nondegree courses	86	92	79	83	90	92	91	77
Courses offered at off-campus sites	81	90	63	81	85	90	92	64
Courses offered on-campus	96	98	94	97	95	98	95	96
Courses offered by educational TV	38	61	6	28	45	61	46	7
Courses offered by interactive TV at off-campus sites	23	27	8	21	48	27	43	6
Modular, compressed-time format	58	58	58	59	56	58	58	59
Weekend college	35	38	35	31	31	38	32	34
Course assignments linked to the jobs students hold	53	61	48	49	37	61	39	51
Re-entry advice	84	85	90	80	74	85	86	81
Credit for prior learning	71	72	79	68	47	72	66	72
Special advising and counseling	84	90	79	80	78	90	82	77
Special job placement assistance	62	70	58	55	53	70	56	56
Percentage of institutions with regular programs:								
Degree programs in management	82	85	67	92	84	85	89	75
Degree programs in education	68	54	65	91	77	54	91	70
Degree programs in engineering	42	63	4	31	70	63	43	16
Degree programs in other fields	88	92	79	90	89	92	91	82
Degree programs developed jointly with business firms	28	46	17	14	17	46	16	15
Degree programs developed jointly with schools/school systems	29	34	25	26	25	34	28	24
Nondegree courses	51	65	42	39	50	65	53	35
Courses offered at off-campus sites	61	77	33	59	62	77	67	38
Courses offered on-campus	90	96	83	88	89	96	90	84
Courses offered by educational TV	35	59	4	23	36	59	38	5
Courses offered by interactive TV at off-campus sites	15	16	4	17	36	16	36	2
Modular, compressed-time format	40	42	40	41	32	42	40	38
Weekend college	25	31	23	22	17	31	21	22
Course assignments linked to the jobs students hold	37	44	35	32	27	44	29	35
Re-entry advice	70	73	75	64	55	73	73	64
Credit for prior learning	58	65	60	54	31	65	51	55
Special advising and counseling	68	76	67	62	52	76	66	61
Special job placement assistance	55	60	58	50	42	60	50	53

CONTINUED ON NEXT PAGE

TABLE A10—CONTINUED

Programs for Adult Learners (Percentage of Institutions with each Response)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage of institutions with separate programs:								
Degree programs in management	11	4	15	16	22	4	11	20
Degree programs in education	7	0	17	10	9	0	4	17
Degree programs in engineering	3	2	0	3	14	2	4	3
Degree programs in other fields	12	5	19	16	12	5	5	23
Degree programs developed jointly with business firms	10	13	6	9	16	13	11	7
Degree programs developed jointly with schools/school systems	10	10	10	9	14	10	7	13
Nondegree courses	39	34	37	46	50	34	42	44
Courses offered at off-campus sites	28	22	29	32	39	22	37	29
Courses offered on-campus	16	12	12	23	27	12	14	23
Courses offered by educational TV	6	6	2	6	17	6	13	2
Courses offered by interactive TV at off-campus sites	9	11	4	6	20	11	12	5
Modular, compressed-time format	22	20	23	21	26	20	21	24
Weekend college	11	8	12	11	15	8	10	13
Course assignments linked to the jobs students hold	19	21	15	21	13	21	12	20
Re-entry advice	20	19	17	22	29	19	19	22
Credit for prior learning	17	13	21	19	20	13	18	21
Special advising and counseling	22	24	12	23	35	24	23	19
Special job placement assistance	11	17	0	9	15	17	10	4

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A11

Representation of Women (Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage rating their own institution as "Excellent" or "Very Good":								
Women on the Board of Trustees	38	39	41	37	26	39	36	38
Women among senior administrators	33	33	40	29	24	33	22	39
Women among senior faculty	37	47	40	25	9	47	17	35
Women among junior faculty	52	63	52	41	31	63	35	49
Women among search committees for:								
Administrators	55	56	57	52	54	56	50	57
Faculty	56	61	55	51	45	61	47	55
Women on faculty promotion and tenure committees	53	47	72	48	45	47	43	65
Women among student leaders	65	62	74	61	64	62	55	74
Women among students in the sciences	35	26	48	39	28	26	25	51
Women among students in engineering	17	8	42	27	22	8	15	42
Women among students in graduate programs	59	0	53	62	61	0	55	62
Women receiving graduate fellowships	46	0	35	51	50	0	43	48
Women receiving athletic scholarships	50	52	50	53	38	52	36	59
Women receiving academic scholarships	68	71	72	66	58	71	49	78
Percentage rating their own institution as "Adequate" or "Poor":								
Women on the Board of Trustees	36	31	39	39	50	31	40	41
Women among senior administrators	42	42	40	42	52	42	46	42
Women among senior faculty	35	21	32	49	68	21	59	37
Women among junior faculty	16	14	11	18	29	14	28	11
Women among search committees for:								
Administrators	10	9	6	12	13	9	10	10
Faculty	7	7	2	9	19	7	10	6
Women on faculty promotion and tenure committees	12	12	4	13	31	12	21	7
Women among student leaders	6	5	0	10	13	5	14	2
Women among students in the sciences	25	24	11	36	32	24	45	13
Women among students in engineering	49	53	25	52	43	53	53	34
Women among students in graduate programs	12	0	10	12	15	0	12	12
Women receiving graduate fellowships	17	0	22	14	15	0	20	15
Women receiving athletic scholarships	17	21	11	16	24	21	26	8
Women receiving academic scholarships	6	9	0	5	11	9	8	1

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A12

Steps to Improve the Status of Women (Percentage of Institutions with each Response)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Special commission on the status of women								
A long-term activity	13	4	9	20	39	4	27	13
New since 1990	6	4	0	13	14	4	14	4
Being planned	3	3	5	3	1	3	4	3
No	78	89	86	64	46	89	56	79
Annual or periodic report on the status of women								
A long-term activity	24	20	23	25	45	20	34	24
New since 1990	6	3	6	9	13	3	12	7
Being planned	5	5	2	7	5	5	7	3
No	65	72	69	58	37	72	47	66
Review and adjustments for salary inequity among faculty								
A long-term activity	45	30	60	48	63	30	56	55
New since 1990	16	8	15	30	21	8	19	24
Being planned	3	2	2	5	3	2	5	3
No	36	59	23	16	13	59	19	18
Special funds for hiring women faculty								
A long-term activity	6	1	11	4	21	1	10	9
New since 1990	2	1	2	0	10	1	4	2
Being planned	2	2	0	4	5	2	6	0
No	90	96	87	92	64	96	80	89
Guidelines for search committees about gender bias								
A long-term activity	28	28	20	31	33	28	39	19
New since 1990	15	14	16	16	16	14	14	17
Being planned	6	8	0	8	10	8	7	4
No	51	50	64	45	42	50	40	59
Support of a women's center								
A long-term activity	20	18	15	20	44	18	30	17
New since 1990	9	6	11	10	18	6	13	11
Being planned	5	4	6	5	1	4	6	4
No	66	71	68	64	37	71	51	68
Events to raise awareness on women's issues								
A long-term activity	50	40	55	54	67	40	65	52
New since 1990	18	17	11	24	21	17	18	18
Being planned	7	8	9	3	6	8	1	8
No	26	35	26	19	6	35	16	22
Policies on sexual harassment								
A long-term activity	65	65	54	69	79	65	73	59
New since 1990	28	27	33	28	20	27	25	31
Being planned	6	7	9	1	2	7	2	6
No	2	1	4	1	0	1	0	4
Assistance with spousal employment for dual-career couples								
A long-term activity	19	9	17	27	45	9	29	23
New since 1990	8	0	19	8	15	0	16	12
Being planned	3	1	0	10	5	1	7	3
No	70	89	65	55	35	89	47	61
Family leave policies								
A long-term activity	37	46	24	37	31	46	40	25
New since 1990	18	15	26	16	23	15	17	24
Being planned	12	9	13	13	18	9	11	16
No	33	31	37	34	28	31	32	35

CONTINUED ON NEXT PAGE

TABLE A12—CONTINUED

Steps to Improve the Status of Women (Percentage of Institutions with each Response)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Ability for faculty to stop the tenure clock								
A long-term activity	29	14	46	29	46	14	40	38
New since 1990	5	3	7	5	12	3	5	8
Being planned	4	1	5	4	10	1	3	7
No	62	83	41	62	33	83	52	47
Courses or programs in women's studies								
A long-term activity	37	20	37	54	77	20	61	44
New since 1990	16	16	17	16	10	16	13	17
Being planned	8	10	11	6	2	10	6	8
No	39	54	35	25	11	54	21	31
Initiatives to integrate women's perspectives into the curriculum								
A long-term activity	33	23	38	39	47	23	42	39
New since 1990	17	14	19	23	13	14	17	22
Being planned	14	11	21	14	13	11	15	18
No	36	52	21	23	27	52	27	21

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A13

Language Study Abroad for Academic Credit (Percentage of Institutions with each Response)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
This institution operates:								
Our own program	18	4	16	29	56	4	35	24
A program as part of a consortium	21	11	24	31	37	11	28	29
Another program	7	1	12	11	7	1	5	14
The program(s) include:								
Instructions by your institution's faculty	64	56	64	65	74	56	76	61
Instruction by native speakers	87	65	91	88	94	65	88	91
Students live together	60	73	43	59	78	73	68	52
Students live with students from that country	57	57	50	57	67	57	57	57
Students live with local families	70	66	73	70	65	66	69	71
The programs operate during:								
Summer session	23	13	24	31	49	13	36	28
One term	22	4	32	34	46	4	26	40
The full academic year	20	2	30	29	49	2	30	34

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A14

Location of Language Study Programs (Percentage of Institutions with each Response)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Summer Programs operate in:								
England/U.K.	24	56	9	21	27	56	21	17
France	25	32	14	23	46	32	37	18
Germany	18	28	14	14	26	28	17	16
Spain	18	36	5	15	32	36	20	12
Other Western Europe	12	19	5	9	24	19	18	7
Former U.S.S.R. republics	9	0	9	9	18	0	16	8
Eastern Europe	3	2	5	3	4	2	6	3
Mexico	25	50	14	20	34	50	33	15
Brazil	3	0	5	2	7	0	5	3
Other Latin America	12	14	14	10	13	14	13	11
Israel	7	3	14	2	9	3	5	9
Other Mideast	4	0	9	3	1	0	4	6
Africa	4	0	9	2	6	0	5	5
East Asia (Chinas, Japan, Korea)	15	9	18	13	19	9	15	17
South Asia (India, Pakistan)	3	0	5	2	3	0	5	2
One-term Programs operate in:								
England/U.K.	30	22	45	23	25	22	17	38
France	28	9	41	22	33	9	22	35
Germany	23	4	23	29	24	4	22	28
Spain	23	12	36	15	29	12	18	29
Other Western Europe	23	10	36	15	31	10	22	28
Former U.S.S.R. republics	13	0	14	13	22	0	11	17
Eastern Europe	6	0	9	2	15	0	11	5
Mexico	22	6	41	13	20	6	19	27
Brazil	5	3	9	2	8	3	7	5
Other Latin America	19	9	32	14	16	9	13	25
Israel	7	4	14	1	12	4	6	9
Other Mideast	3	0	5	2	6	0	4	3
Africa	8	0	14	6	9	0	6	11
East Asia (Chinas, Japan, Korea)	25	9	36	21	26	9	19	32
South Asia (India, Pakistan)	7	0	18	1	8	0	5	10
Academic-year Programs operate in:								
England/U.K.	20	3	14	28	31	3	29	21
France	25	3	27	23	47	3	34	27
Germany	19	4	14	24	32	4	25	20
Spain	16	3	18	12	34	3	22	17
Other Western Europe	16	3	9	20	31	3	25	15
Former U.S.S.R. republics	9	0	9	8	18	0	12	10
Eastern Europe	6	0	9	3	12	0	12	5
Mexico	9	3	14	5	18	3	16	8
Brazil	5	0	5	2	15	0	11	2
Other Latin America	8	3	5	9	18	3	16	6
Israel	6	3	5	4	19	3	14	4
Other Mideast	4	0	5	2	10	0	7	3
Africa	5	0	9	2	8	0	8	5
East Asia (Chinas, Japan, Korea)	21	12	27	15	33	12	32	19
South Asia (India, Pakistan)	6	0	14	1	8	0	7	7

Source: Campus Trends, 1993, *American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

Appendix B: Technical Notes

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the Fall and Winter of 1991-92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that have occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

TABLE B-1
Stratification Design

Type of Institution	Population	Sample	Respondents
Total	**2,332**	**510**	**406**
Large public research universities	72	55	50
Large public doctoral universities	38	29	24
Large public comprehensive universities	37	28	20
Large independent research universities	32	24	14
Large independent doctoral universities	25	18	14
Large independent comprehensive universities	18	14	10
Public doctoral universities (<14,500 FTEE)	24	11	10
Public comprehensive universities (6,500-13,999 FTEE)	92	47	44
Public comprehensive universities (<6,500 FTEE)	208	40	35
Public liberal arts colleges	34	4	3
Independent doctoral universities (<14,500 FTEE)	20	5	5
Independent comprehensive universities (2,500-13,999 FTEE)	82	16	11
Independent comprehensive colleges (<2,500 FTEE)	155	15	10
Independent liberal arts colleges (>1,000 FTEE)	212	22	19
Independent liberal arts colleges (<1,000 FTEE)	313	20	14
Public 2-year colleges (8,000 or more FTEE)	51	30	24
Public 2-year colleges (4,500-7,999 FTEE)	125	43	33
Public 2-year colleges (2,000-4,499 FTEE)	254	43	31
Public 2-year colleges (<2,000 FTEE)	540	46	35

FTEE - Full-time equivalent enrollment

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988-89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the Campus Trends survey consists of 510 institutions that offer a general program of undergraduate instruction. It excludes specialized institutions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

The four-page survey questionnaire (Appendix C) was mailed in late January 1993 with the request that it be completed by the academic vice-president. By May, responses were received from 80 percent of those surveyed.

Data from responding institutions were statistically weighted to be representative of the 2,332 four-year colleges and universities and public two-year institutions in the U.S. that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell. Table B-2 shows response rates by institutional categories. The lowest rate of response was among independent comprehensive universities and independent doctoral universities and institutions with enrollment of less than 1,000 students.

TABLE B-2

Response Rates By Institutional Categories (In percentages)

Institutional Category	Response Rate
Total	**80**
Control	
Public	82
Independent	72
Type	
Public doctoral university	88
Independent doctoral university	70
Public comprehensive university	88
Independent comprehensive university	70
Public baccalaureate college	75
Independent baccalaureate college	77
Public two-year college	75
Enrollment size (full-time equivalent [FTE] enrollment)	
Less than 1,000	68
1,000 to 4,999	76
5,000 to 9,999	85
10,000 and above	82

AMERICAN COUNCIL ON EDUCATION
Division of Policy Analysis and Research

February 1, 1993

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No 83, the tenth in a series of annual surveys on Campus Trends, sponsored by the American Council on Education.

The questionnaire asks about faculty hiring, budgetary problems, and other institutional issues. If possible, it should be completed by the **academic vice president.**

Please return the completed questionnaire by February 22, 1993 or call our office (collect) if this is too soon (202) 939-9445. Data will be reported in summary tabulations only and will not be identified with your institution.

Thank you. A copy of the survey report, Campus Trends, 1993, will be sent to all responding campuses.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for Policy
Analysis and Research

A Voice for Higher Education 75 Years 1918 1993

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9450
FAX (202) 833-4760

Higher Education Panel Survey Number 83

Campus Trends, 1993

This questionnaire asks a series of general questions about policies and practices at your institution.
Please circle an answer for each question. If not applicable, please write N/A. All questions refer to 1992-93.

I. FINANCIAL STATUS AND ENROLLMENT

A. How does your (latest) operating budget for 1992-93 compare to the previous year's (final) budget? (In current dollars)
_____ Increased by _____%
_____ No change
_____ Decreased by _____%

B. Did your institution have a budget cut during 1992-93 (after the year's budget was initially approved)? ___Yes ___No

C. Do you expect budget cuts for 1993-94? ___Yes ___No

D. How does your operating budget for 1992-93 compare to **five years ago**? (In current dollars)
_____ Increased by _____%
_____ No change
_____ Decreased by _____%

E. How did your institution's enrollment change for 1992-93 compared to 1991-92:

	Increase	No Change	Decrease
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Full-time students	3	2	1
Part-time students	3	2	1
Graduate enrollment-master's	3	2	1
Graduate enrollment-doctoral	3	2	1
Students age 25 and older	3	2	1
Black students	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
Transfer students	3	2	1
International students	3	2	1
Total number of applicants	3	2	1

F. Have you taken steps recently to limit or decrease enrollment? Yes 2 No 1

IF YES: Did this include:

	Yes	No
Overall enrollment limits	2	1
Enrollment limits in specific subjects	2	1
Change in cut-off date for accepting applications	2	1
Restrictions on out-of-state applications	2	1

IF YES: What were the reasons for the enrollment limits? (check all that apply)

	Yes	No
Reduced state/local government funding	2	1
Other budgetary constraints	2	1
State-imposed requirements	2	1
Limits due to program capacity	2	1
Administrative decisions about our mission	2	1
Other (Please specify:)_____	2	1

G. What total enrollment change (headcount) have you had **in the last five years?**
_____ Increased by _____%
_____ No change
_____ Decreased by _____%

H. What total enrollment change (headcount) is most likely **in the next five years?**
_____ Increase by _____%
_____ No change
_____ Decrease by _____%

II. FACULTY

A. Were any (new) full-time faculty hired for academic year 1992-93:

	Yes	No
In tenure-track positions	2	1
In term or contract positions	2	1

B. Compared to 1991-92, did your institution have any **net change** in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty—Regular	3	2	1
Full-time faculty—Temporary	3	2	1
Part-time faculty	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Tenured faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

	Yes	No
C. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)?	2	1
Do you have procedures to retrain faculty for changing program needs?	2	1
Do you reward outstanding teaching through:		
annual awards?	2	1
recognition ceremonies?	2	1
salary increases?	2	1
released time?	2	1
special funds?	2	1
Other (please specify:)_____	2	1
Do you have an office devoted to teaching improvement?	2	1
IF YES: Did this office exist five years ago?	2	1

	Yes	No
D. Do you have procedures underway to cut back on the number of faculty?	2	1
IF YES: How is this being done? (check all that apply)		
Not filling vacant positions	2	1
Early retirement offers	2	1
Planned downsizing in certain schools or departments	2	1
Other (Please specify:)_____	2	1

E. Compared to similar institutions:

	Uncompetitive	On a Par	Competitive
Our salary offers for new junior faculty are:	3	2	1
Our salary offers for new senior faculty are:	3	2	1
Our benefits/pension package for faculty appointments is:	3	2	1
Our location makes us....:	3	2	1
Our teaching load makes us....:	3	2	1
Our equipment, facilities and other support for research makes us....:	3	2	1
The economic climate of our state makes us...	3	2	1
The quality of life in our state makes us...	3	2	1

III. RATINGS OF INSTITUTIONAL STATUS

A. Please rate your institution's current status on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Job prospects for degree recipients	5	4	3	2	1
Ability to respond to enrollment shifts	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty development opportunities	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Adequacy of student financial aid, including scholarships, fellowships, and loans	5	4	3	2	1
Relationships with regional accrediting agencies	5	4	3	2	1
Relationships with specialized accrediting agencies	5	4	3	2	1
Relationships with federal agencies	5	4	3	2	1
Relationships with state agencies:					
On curriculum matters	5	4	3	2	1
On financial matters	5	4	3	2	1
In general	5	4	3	2	1
Overall level of faculty morale at your institution	5	4	3	2	1
Overall level of faculty productivity	5	4	3	2	1
Adequacy of equipment for teaching and research	5	4	3	2	1
Adequacy of library resources at your institution	5	4	3	2	1
Adequacy of your institution's physical plant and overall campus appearance	5	4	3	2	1

IV. STATUS OF WOMEN

As a special focus this year, several questions ask about the status of women (including women of color).

A. How would you describe the representation of women at your institution in each of the following areas:

	Excellent	Very Good	Good	Adequate	Poor
Women on the Board of Trustees	5	4	3	2	1
Women among senior administrators	5	4	3	2	1
Women among:					
senior faculty	5	4	3	2	1
junior faculty	5	4	3	2	1
Women among search committees for:					
administrators	5	4	3	2	1
faculty	5	4	3	2	1
Women on faculty promotion and tenure committees	5	4	3	2	1
Women among:					
student leaders	5	4	3	2	1
students in the sciences	5	4	3	2	1
students in engineering	5	4	3	2	1
students in graduate programs	5	4	3	2	1
Women receiving graduate fellowships	5	4	3	2	1
Women receiving:					
athletic scholarships	5	4	3	2	1
academic scholarships	5	4	3	2	1

B. Which of the following steps have been taken by your institution to improve the status of women?

	A long-term Continuing Activity	New Since 1990	Being Planned	No
Special commission on the status of women	4	3	2	1
Annual or periodic report on the status of women	4	3	2	1
Review and adjustments for salary inequity among faculty	4	3	2	1
Special funds for hiring women faculty	4	3	2	1
Guidelines and training for search committees about gender basis	4	3	2	1
Support of a women's center	4	3	2	1
Events to raise awareness on women's issues	4	3	2	1
Policies on sexual harassment	4	3	2	1
Assistance with spousal employment for dual-career couples	4	3	2	1
Family leave policies	4	3	2	1
Ability for faculty to stop the tenure clock	4	3	2	1
Courses or programs in women's studies	4	3	2	1
Initiatives to integrate women's perspectives into the curriculum	4	3	2	1

V. PROGRAMS FOR ADULT LEARNERS

A. About how many adult students (e.g., 24 and older) were enrolled at your institution in fall 1992? (Please estimate if exact numbers are not available).

_____Number in regular instructional programs
_____Number in other, separately administered programs (e.g., continuing education; adult learning centers)
_____Total adult students enrolled

B. Do your offerings for adult learners include: (check all that apply)

	Yes, in Regular Programs	Yes, in Separate Programs	No
Degree programs in management	3	2	1
Degree programs in education	3	2	1
Degree programs in engineering	3	2	1
Degree programs in other fields	3	2	1
Degree programs developed jointly with:			
business firms	3	2	1
schools/school systems	3	2	1
Nondegree courses	3	2	1
Courses offered at off-campus sites convenient for adults	3	2	1
Courses offered on-campus	3	2	1
Courses offered by educational TV	3	2	1
Courses offered by interactive TV at off-campus sites	3	2	1
Modular, compressed-time format (e.g., 4 week courses)	3	2	1
Weekend college	3	2	1
Course assignments linked to the jobs students hold	3	2	1
Re-entry advice	3	2	1
Credit for prior learning	3	2	1
Special advising and counseling	3	2	1
Special job placement assistance	3	2	1

IV. PLANNING AND IMPROVEMENT

A. How much activity does your institution have in each of the following areas?

	Extensive	Limited	None
TQM groups and procedures	3	2	1
Benchmarking activities for administrative operations	3	2	1
Student outcomes assessment	3	2	1
Other quality improvement procedures (Please specify:)	3	2	1

	Yes	No
B. Does your institution have a formal process of program review?	2	1
If YES, is the process:		
primarily formative	2	1
primarily summative	2	1
externally mandated	2	1
conducted on a fixed scheduled	2	1
being used for program elimination	2	1
being used for program consolidation	2	1

VII. LANGUAGE STUDY ABROAD

A. Does your institution operate a program outside the U.S. that provides foreign language instruction for which you give academic credit?

__Yes, our own program
__Yes, as part of a consortial agreement
__ Yes, other (specify:)
__No

B. IF YES, please indicate where the program is operated and whether it is for the summer session, for one term (semester or quarter), or for the full academic year. (Check all that apply)

Area	Summer Session	Term	Academic Year
a. England/U.K.	1	2	3
b. France	1	2	3
c. Germany	1	2	3
d. Spain	1	2	3
e. Other Western Europe	1	2	3
f. Former U.S.S.R. republics	1	2	3
g. Eastern Europe	1	2	3
h. Mexico	1	2	3
i. Brazil	1	2	3
j. Other Latin America	1	2	3
k. Israel	1	2	3
l. Other Mideast	1	2	3
m. Africa	1	2	3
n. East Asia (Chinas, Japan, Korea)	1	2	3
o. South Asia (India, Pakistan)	1	2	3

C. IF YES, do these programs include: (check all that apply)

	Yes	No
Instruction by your institution's faculty	2	1
Instruction by native speakers	2	1
Students live together	2	1
Students live with students from that country	2	1
Students live with local families	2	1

Thank you for your cooperation.
Please return this form to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

ACE Board of Directors

Executive Committee

Edward A. Malloy, CSC
President
University of Notre Dame,
Chair

Juliet V. Garcia
President
University of Texas at
Brownsville, *Vice Chair*

Hoke L. Smith
President
Towson State University,
Immediate Past Chair

James E. Lyons, Sr.
President
Jackson State University,
Secretary

Thomas Ehrlich
President
Indiana University

Ofelia Garcia
President
Rosemont College

Thomas Gonzalez
President
Front Range Community
College

Robert H. Atwell
President
American Council on Education

Class of 1993

Myles Brand
President
University of Oregon

Shirley S. Chater
President
Texas Woman's University

Thomas Gonzales
President
Front Range Community
College

Franklyn G. Jenifer
President
Howard University

James E. Lyons, Sr.
President
Jackson State University

Hoke L. Smith
President
Towson State University

Niara Sudarkasa
President
Lincoln University

Michael Timpane
President
Teachers College, Columbia
University

Class of 1994

Jacquelyn M. Belcher
President
Minneapolis Community
College

Carol A. Cartwright
President
Kent State University

Joseph D. Duffey
President
The American University

Thomas Ehrlich
President
Indiana University

Claire Gaudiani
President
Connecticut College

William R. Harvey
President
Hampton University

Edward A. Malloy, CSC
President
University of Notre Dame

Robert H. McCabe
President
Miami-Dade Community
College

Class of 1995

John T. Casteen, III
President
University of Virginia

Dolores E. Cross
President
Chicago State University

Juliet V. Garcia
President
University of Texas at
Brownsville

Ofelia Garcia
President
Rosemont College

David Iha
Provost
Kauai Community College

Anne E. Mulder
President
Lake Michigan College

Barry A. Munitz
Chancellor
The California State University
System

Michele Tolela Myers
President
Denison University

Association Representatives

Bette E. Landman
President, Beaver College
Association of American
Colleges

John S. Keyser
President, Clackamas
Community College
American Association of
Community Colleges

John E. Van de Wetering
President, State University
College of New York at
Brockport
American Association of State
Colleges and Universities

F. Sheldon Hackney
President, University of
Pennsylvania
Association of American
Universities

Jeanne O'Laughlin, OP
President, Barry University
Association of Catholic Colleges
and Universities

Albert J. DiUlio, SJ
President, Marquette University
Association of Jesuit Colleges
and Universities

Anita Pampusch
President, College of
St. Catherine
Council of Independent Colleges

Arthur Thomas
President, Central State
University
National Association for Equal
Opportunity in Higher Education

Author E. Hughes
President, University of
San Diego
National Association of
Independent Colleges and
Universities

Donald C. Swain
President, University of Louisville
National Association of State
Universities and Land-Grant
Colleges

Janet Rodgers
Dean and Professor, Philip Y.
Hahn School of Nursing,
University of San Diego
American Association of
Colleges of Nursing

Donald Stewart
President, The College Board
The College Board

Phillip M. Grier
Executive Director, National
Association of College and
University Attorneys
Washington Higher Education
Secretariat

Other Recent Reports from the Division of Policy Analysis and Research American Council on Education

Unless otherwise noted, reports are available at $10.00/copy for ACE members or $13.00/copy for non-members from: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, D.C. 20036.

El-Khawas, Elaine, *Campus Trends, 1992.* Higher Education Panel Report No. 82, July 1992 (58 pp.) $10.00 prepaid.

El-Khawas, Elaine, *Campus Trends, 1991.* Higher Education Panel Report No. 81, July 1991 (48 pp.) $10.00 prepaid.

Johnson, Reid; Pruss, Joseph; Andersen, Charles J. and El-Khawas, Elaine. *Assessing Assessment*, Higher Education Panel Report No. 79, May 1991. (26 pp.) $10.00 prepaid.

El-Khawas, Elaine, *Campus Trends, 1990.* Higher Education Panel Report No. 80, July 1990 (48 pp.) $10.00 prepaid.

El-Khawas, Elaine. *Campus Trends, 1989.* Higher Education Panel Report No. 78, July 1989 (48 pp.)

Andersen, Charles; Carter, Deborah; Malizio, Andrew. *1989–90 Fact Book on Higher Education.* 1989 (224 pp.) Order from Macmillan Publishing Company, Front and Brown Streets, Riverside, N.J. 08075 $41.95 prepaid.

Ottinger, Cecilia. *Higher Education Today: Facts in Brief.* February, 1992 (79 pp.)

Hexter, Holly and El-Khawas, Elaine. *Joining Forces: The Military's Impact on College Enrollment.* September, 1988 (37 pp.)

Andersen, Charles J. *International Studies for Undergraduates, 1987: Operations and Opinions.* Higher Education Panel Report No. 76, August, 1988 (42 pp.)

El-Khawas, Elaine; Carter, Deborah and Ottinger, Cecilia. *Community College Fact Book.* 1988 (135 pp.). Order from Macmillan Publishing Company, Front and Brown Streets, Riverside, N.J. 08075 $39.00 prepaid.

Henderson, Cathy. *College Debts of Recent Graduates.* December, 1987 (19 pp.)

El-Khawas, Elaine. *Campus Trends, 1987.* Higher Education Panel Report No. 75, August, 1987 (36 pp.)

Rossmann, Jack and El-Khawas, Elaine. *Thinking About Assessment: Perspectives for Presidents and Chief Academic Officers.* June, 1987 (22 pp.) Single copies free; $1.00 a copy/ two or more copies, prepaid.

Andersen, Charles J. *Survey of Accreditation Issues, 1986.* Higher Education Panel Report No. 74, April, 1987 (26 pp.)

Hexter, Holly and Andersen, Charles J. *Admission and Credit Policies for Adult Learners.* Higher Education Panel Report No. 72, December, 1986 (25 pp.)

El-Khawas, Elaine. *Campus Trends, 1986.* Higher Education Panel Report No. 73, August, 1986 (25 pp.)

Petrovich, Janice and Hexter, Holly. *Campus Approaches to Faculty Retraining.* February, 1986 (51 pp.)

Andersen, Charles J. *Student Financial Aid to Full-Time Undergraduates, Fall 1984.* Higher Education Panel Report No. 68, January 1986 (23 pp.)

Miller, Scott. *Financial Aid for Community College Students: Unique Needs and Scarce Resources.* December, 1985 (17 pp.) Free.

Holmstrom, Engin Inel. *Recent Changes in Teacher Education Programs.* Higher Education Panel Report No. 67, November, 1985 (32 pp.)

Suniewick, Nancy and El-Khawas, Elaine. *General Education Requirements in the Humanities.* Higher Education Panel Report No. 66, October, 1985 (25 pp.)

Andersen, Charles J. *Conditions Affecting College and University Financial Strength.* Higher Education Panel Report No. 63, October, 1985 (34 pp.)

Miller, Scott and Hexter, Holly. *How Low Income Families Pay for College.* July, 1985 (32 pp.)

El-Khawas, Elaine and McKenna, Barbara. *Perspective: College Actions on South African Investments.* May, 1985 (39 pp.)

Lee, Valerie. *Access to Higher Education: The Experience of Blacks, Hispanics and Low Socio-Economic Status Whites.* May, 1985 (55 pp.)